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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

MOTIVATION PLANS FOR THE TEACHING OF ENGLISH IN
JUNIOR AND SENIOR HIGH SCHOOL AS THEY APPEAR IN
SELECTED TEXTBOOKS ON THE TEACHING OF ENGLISH
AND IN THE ENGLISH JOURNAL 1912 - 1930

submitted by

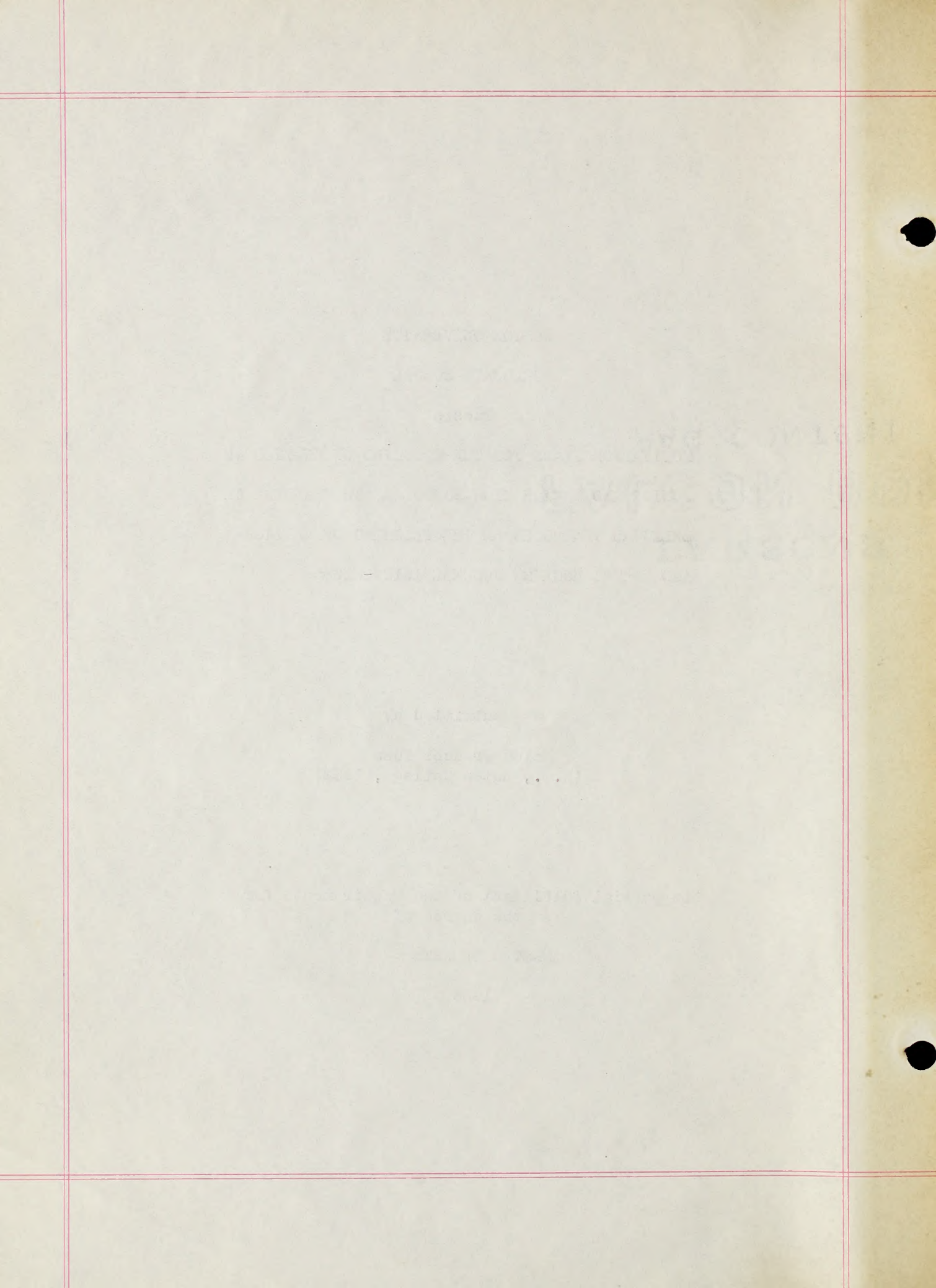
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in partial fulfilment of the requirements for
the degree of

MASTER OF ARTS

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CHAPTER I

INTRODUCTION

1. Historical Sketch

A brief view of the evolution of educational concepts provides a clearer understanding of the theory of motivation. It was long before any concerted action was taken to enlighten succeeding generations.

Greece, influenced by the wisdom of the Egyptian priests, was the first country to recognize education as a real science and art. Only a few, however, were so privileged in rank and wealth as to receive it. The Roman objective was more practical: to instruct a race of rulers in the principles of law and oratory. During the Middle Ages education was confined to the cloister and the castle, the one ruling that no subject was proper for learning which was acquired with ease and pleasure; the other, training for knightly bravery.

The Renaissance brought a contrast to the routine of monkish training. Erasmus encouraged every means of arousing interest and although his theories were not put into immediate practice he advocated the education of girls.

It was Martin Luther of the Reformation who brought education in the vernacular into the homes of the peasants. It was Luther who demanded schools furnished by the state. Comenius, a century later, conceived that teaching should follow nature; while Montaigne and Locke attacked useless knowledge.

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various into the home of the peasant. It was Luther who demanded schools founded by the state. Germany, a century later, conceived that

teaching should follow nature; while Montaigne and Locke stressed that as

In 1762, a book was published which has had more influence than any other upon modern education - Rousseau's Emile. He taught that school is life and that education should be based upon the pupil's interests. Pestalozzi, Froebel, and Spenser supported Rousseau's theory and emphasized joy and interest in school work and the elimination of the useless.

Thus has developed our modern ideal of universal education which shall prepare the child for a full and useful participation in a social and economic world. Emphasis has passed from textbook and teacher to the child as the center of interest. This new emphasis has necessitated a corresponding change in educational procedures. Dewey's theory of interest and Kilpatrick's "purposeful activity" are founded upon the same basic principle as is the doctrine of motivation developed by Wilson and Wilson in Motivation of School Work: "That attack upon school work which seeks to make its tasks significant and purposeful to each child by relating them to his childish experiences, questions, problems, and desires, is called motivation".¹ This is one of the most widely known doctrines of modern education.

2. Motives

What motives are effective in stimulating the pupil to activity?

Sources vary according to the situation.

The goal sought may be near or remote - as near as earning a penny to buy a stick of candy, as far as gaining the mental and manual ability to construct an airship. So long as the child comprehends more or less clearly the relationship between

¹ H. B. and G. M. Wilson, Motivation of School Work (revised edition, Boston: Houghton Mifflin Company, 1924), p.15.

the work he is doing and the end sought, his work is motivated.¹

The following classification of types of motives is used in this study: (1) competing with others; (2) making things; (3) sharing with and entertaining others; (4) preserving products and collections; (5) fitting for a life career; (6) enjoying beauty; (7) connecting with immediate interests.²

3. Functions of English.

The chief functions of high school English are: to develop the pupil's skill in written expression; to increase his power of oral speech; to cultivate in him an appreciation of literature; to stimulate a permanent love of reading; and to provide him with a mastery of the tools of language. Any plan for motivating the work of the English class must be based upon one or more of these aims.

4. Purpose and plan of the study.

The purpose of this study is to indicate the plans for motivating the teaching of English from grades seven to twelve which have been developed by progressive educators and teachers in selected texts on the teaching of English and in The English Journal, from 1912 to 1930. These plans are classified as to the motives to which they appeal and the phases

¹ H. B. and G. M. Wilson, Motivation of School Work. (revised edition, Boston: Houghton Mifflin Company, 1924), p. 15.

²Ibid., pp. 47 -53

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¹ A. B. and G. A. Wilson, Motivation of School Work, (revised edition, Boston: Houghton Mifflin Company, 1921), p. 12.

² Ibid., pp. 47-53.

of English instruction which they vitalize. The summaries of the plans provide a reference for students and teachers of English.

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CHAPTER II

CONCLUSIONS BASED UPON SELECTED TEXTBOOKS ON THE TEACHING OF ENGLISH AND THE ENGLISH JOURNAL, 1912 to 1930

1. Types of motives

Vitalizing plans of study in the publications read used freely the typical motives of children. The desire to compete with others was expressed in contests, games, debates, and competition for rewards and honors. Making things included such projects as constructing miniature theaters, scenery and costumes for plays, scenes to illustrate literature, puppets, and classroom decorations. The social motive of sharing with and entertaining others found expression in socialized lessons, pupil criticism, group projects, letter writing, clubs, programs, and plays. The stimulus found in writing for publication and in keeping notebooks and scrapbooks proves the value of preserving collections and written work. The aesthetic instinct is stronger in some children than in others; most of them, however, respond in some degree to color, pictures, rhythm, creative writing, and music. The motive of fitting for a life career has suggested vocational literature and composition as basic material. Finally, frequent use has been made of pupil interest in correlating material of other classes and of outside activities with the work of the English class.

The motive of sharing with and entertaining others was employed more than any other. It was noted in the sixteen textbooks 75 times out of a total number of 235 plans, and in The English Journal 200 times out of a total of 720. Connecting with real interest was used 86 times in

CHAPTER II

CONCLUSIONS BASED UPON SELECTED TEXTBOOKS ON THE TEACHING OF ENGLISH AND
THE ENGLISH JOURNAL, 1912 to 1930

1. Types of motives

Various plans of study in the public schools used freely the typical motives of children. The desire to compete with others was expressed in contests, games, debates, and competition for rewards and honors. Making things included such projects as constructing miniature theaters, scenery and costumes for plays, scenes to illustrate literature, puppets, and classroom decorations. The social motive of sharing with and entertaining others found expression in socialized lessons, pupil criticism, group projects, letter writing, clubs, programs, and plays. The stimulus found in writing for publication and in keeping notebooks and scrapbooks proved the value of preserving collections and written work. The aesthetic instinct is stronger in some children than in others; most of them, however, respond in some degree to color, pictures, rhythm, creative writing, and music. The motive of fitting for a life career has suggested vocational literature and composition as basic material. Finally, the student has been made of pupil interest in social living material of other classes and of outside activities with the work of the English class.

The motive of sharing with and entertaining others was employed more than any other. It was noted in the selected textbooks 75 times out of a total number of 203 places, and in the English Journal 200 times out of a total of 720. Connecting with real interest was used 56 times in

the textbooks and 149 times in The English Journal. Fitting for a life career was not emphasized to any extent - it appeared only 3 times in the textbooks and 19 times in The English Journal. Although a detailed study of this phase has not been made, it seems there is an opportunity for more plans relating to it. Tables I and II give the data upon these motives.

2. Phases of English

The phases of English teaching - which are based upon the chief functions of high school English work - are classified in this study as written composition, oral English, literature, outside reading and language. Tables III and IV show the results. Written composition, a task usually dreaded by the pupils, received the largest number of suggestions for motivation: in the textbooks, 83 out of 235 and in The English Journal, 233 out of 641. Literature was next with a number of 53 in the textbooks, and 192 in The English Journal. Outside reading and language usage received the least attention. Outside reading was provided for 24 times in the textbooks, 45 times in The English Journal; language usage was provided for 14 times in the textbooks and 49 times in The English Journal.

3. Specific Devices.

The devices mentioned most frequently in these plans for motivation are: clubs, competition, conference, correlation, dramatics, games, grades, illustrative material, interpretative reading, letters, making things, notebooks, programs, and school publications. Correlation exceeds in

number any other device, appearing in the selected textbooks 57 times out of a total of 237, and in The English Journal, 163 times out of 830.

Illustrative material is next in order: 32 in the textbooks and 95 in the English Journal. Programs and competition follow closely in the textbooks, with numbers of 29 and 26; corresponding figures in The English Journal are 76 and 68. Dramatics and school publications come directly after illustrative material according to The English Journal, 92 and 77; textbooks have figures of 19 and 13. Reference to grades, definitely one of the lowest types of motivation, occurred 4 times in the textbooks and 6 times in The English Journal. Tables V and VI offer more complete figures.

All of these conclusions and classifications are based upon personal opinion, and, consequently, are subject to error.

4. General observations

That a large percentage of English teachers are alert, open-minded, and eager to try new methods is shown in these plans devised by teachers and educators. There is a gradual increase in the number of articles published in The English Journal between 1912 and 1930 which have as their aim the vitalizing of English. The number of articles appearing in 1912 which include vitalizing devices totals 28, as compared with a total of 43 in 1930. With little deviation there has been an increase in each consecutive year from 1912 to 1930. Progressive teachers have taken keen pleasure in practising the theories of Dewey, Kilpatrick, and Wilson.

number any other device, appearing in the selected textbooks 57 times out of a total of 287, and in The English Journal, 183 times out of 230. Illustrative material is next in order: 32 in the textbooks and 35 in the English Journal. Progress and composition follow closely in the textbooks, with numbers of 25 and 20; corresponding figures in The English Journal are 75 and 88. Literature and school publications come directly after illustrative material according to The English Journal, 52 and 57; textbooks have figures of 19 and 14. References to grades, definitely one of the low-end types of motivation, occurred 4 times in the textbooks and 5 times in The English Journal. Tables V and VI offer more complete figures. All of these conclusions and classifications are based upon personal opinion, and, consequently, are subject to error.

4. General observations

That a large percentage of English teachers are alert, open-minded, and eager to try new methods is shown in these plans favored by teachers and elsewhere. There is a gradual increase in the number of articles published in The English Journal between 1912 and 1930 which have as their aim the vitalizing of English. The number of articles appearing in 1912 and 1930 indicates vitalizing devices remain 28, as compared with a total of 42 in 1930. With little deviation there has been an increase in each consecutive year from 1912 to 1930. Progressive teachers have taken keen pleasure in providing the theories of Dewey, Kilpatrick, and others.

TABLE I

TYPES OF MOTIVE APPEALED TO IN THE MOTIVATION PLANS OF SELECTED TEXTBOOKS AS THEY ARE LISTED IN CHAPTER III

Types of motive	Barnes	Blaisdell	Bolenius	Bolenius (2)	Chubb	Carpenter	Hawley	Johansen	Klapper	Leiper	Leonard	McGregor	Simons	Stratton	Thomas	Wohlforth	Totals
Competing with others	5	1	2	3	3	3		2	1	1	2	1	1	3	1		26
Making things		4						2			1						7
Sharing with and entertaining others	2	7	3	6	3	10	2		2	2	7	12	3	5	4		75
Preserving in written form	4	2		1				2		3	2		5	3	3		25
Enjoying beauty	2	1			1	1	1				4	3	2	1			16
Fitting for a life career									1		1			1			3
Connecting with real interests	5	5	3	3	6	4	1	3	8	4	6	7	6	11	5		86
Totals	7	23	18	8	16	8	4	9	12	10	23	23	17	24	13		235

NOTE: the numerals indicate the number of motivation plans appearing in selected textbooks, which pertain to the different phases of English teaching as listed in Chapter III.

TABLE I

TYPES OF MOTIVE TO WHICH MOTIVATION PLANS IN THE ENGLISH JOURNAL APPEAL

Types of motive					
	1912	1913	1914	1915	1916
Competing with others	25, 40	53, 63, 67	73, 77, 80, 86, 88	98, 110, 111	134, 151, 152
Making things			92, 96	101, 119	131, 141, 146, 147 150
Sharing with and entertaining others	26, 27, 28, 31, 34, 35, 38, 41	48, 49, 50, 57, 58, 59, 66	70, 71, 77, 83, 84, 85, 86, 89, 93	80, 100, 103, 105 113, 116, 119, 127	132, 133, 134, 136 137, 144, 147, 151 152
Preserving collections	18, 24, 37, 44	65, 66	75, 88, 95, 96	100, 106, 107, 110 119	131, 132, 134, 145 152
Enjoying beauty	19	51	70, 72, 74, 94	102, 112, 115, 116 125, 129	130, 139, 141, 144 146 151
Fitting for a life career	17, 22, 33, 39		76, 78, 81, 91	121, 127	142, 149
Connecting with real interests	21, 29, 30, 36 39	45, 46, 47, 52 54, 56, 59, 60 61, 63, 64, 68 69	76, 78, 79, 82, 87, 95	98, 99, 102, 104 108, 114, 117, 118 130, 121, 122, 123 124, 126, 128	134, 135, 138, 140 143, 148
Unclassified	20, 25, 32, 42, 43	62	90, 97	109	

NOTE: The numbers refer to the motivation plans in Chapter IV.

TABLE II (continued)

TYPES OF MOTIVE TO WHICH MOTIVATION PLANS IN THE ENGLISH JOURNAL APPEAL

Types of motive	1917					1918					1919					1920					1921				
	156					184, 189, 191					199, 200, 201, 206					209, 211, 214, 215					240				
Competing with others	167, 171					177, 178, 185, 195					201					215					246				
Making things																									
Sharing with and entertaining others	153, 154, 162, 163, 169, 175					181, 182, 189, 190 191, 193					196, 197, 200, 202, 204, 208					209, 211, 213, 215 219, 221, 222, 223 224, 225, 227, 230 231, 232, 234, 235					237, 240, 244, 245 246, 247, 248, 251 253, 259				
Preserving collections	154, 175					180, 183, 184, 195					196, 198, 203, 207					228, 233, 236					237, 239, 242, 246 257, 259				
Enjoying beauty	159, 161, 165					181, 193					205					210					239, 244, 248, 249 252, 254				
Fitting for a life career	173															229, 236									
Connecting with real interests	155, 157, 158, 160 164, 166, 170					179, 184, 185, 186 187, 188, 191, 194					203, 206					209, 218, 220, 226 228, 229, 230, 232, 233					237, 241, 242, 243 250, 256, 258				
Unclassified	174					192					205										238, 255				

(Specimens) 1. 2. 3. 4. 5.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 841. 842. 843. 844. 845. 846. 847. 848. 849. 850. 851. 852. 853. 854. 855. 856. 857. 858. 859. 860. 861. 862. 863. 864. 865. 866. 867. 868. 869. 870. 871. 872. 873. 874. 875. 876. 877. 878. 879. 880. 881. 882. 883. 884. 885. 886. 887. 888. 889. 890. 891. 892. 893. 894. 895. 896. 897. 898. 899. 900. 901. 902. 903. 904. 905. 906. 907. 908. 909. 910. 911. 912. 913. 914. 915. 916. 917. 918. 919. 920. 921. 922. 923. 924. 925. 926. 927. 928. 929. 930. 931. 932. 933. 934. 935. 936. 937. 938. 939. 940. 941. 942. 943. 944. 945. 946. 947. 948. 949. 950. 951. 952. 953. 954. 955. 956. 957. 958. 959. 960. 961. 962. 963. 964. 965. 966. 967. 968. 969. 970. 971. 972. 973. 974. 975. 976. 977. 978. 979. 980. 981. 982. 983. 984. 985. 986. 987. 988. 989. 990. 991. 992. 993. 994. 995. 996. 997. 998. 999. 1000.

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TABLE II (continued)

TYPES OF MOTIVE TO WHICH MOTIVATION PLANS IN THE ENGLISH JOURNAL APPEAL

| Types of motive | 1922 | 1923 | 1924 | 1925 | 1926 |
|--------------------------------------|---|---|---|---|--|
| Competing with others | 271, 272, 280 | 292, 298, 300, 304 | 321, 324, 325, 328
334, 342 | 370, 380, 381, 378 | 394 |
| Making things | 264, 271, 275, 277 | 307 | 321, 331, 338, 343
349 | 359, 377, 379 | 379, 392, 405, 415 |
| Sharing with and entertaining others | 263, 265, 267, 271
277, 280, 281, 282
287 | 288, 290, 295, 300
301, 303, 307 | 310, 315, 316, 322
323, 326, 328, 335
339, 341, 343, 346
349 | 350, 353, 355, 356,
360, 363, 364, 367
369, 370, 372, 375
377, 379, 380, 386
387, 389 | 379, 390, 396, 397
399, 401, 403, 404
405, 408, 410, 413 |
| Preserving collections | 260, 264, 268, 280
282 | 288, 294, 306, 308
309 | 311, 312, 317, 318
319, 320, 323, 332
340, 345 | 352, 357, 358, 361
362, 369, 370, 373
375, 382, 383, 384
386 | 392, 393, 407, 417 |
| Enjoying beauty | 263, 279, 283, 284
286 | 291, 293, 296, 299 | 314, 330, 337, 338
339 | 348, 368, 373, 374
385 | 405, 406, 414, 415 |
| Fitting for a life career | 262, 285 | | | | |
| Connecting with real interests | 265, 269, 270, 273
284 | 288, 289, 297, 301
302, 303, 305, 307
309 | 312, 313, 318, 323
327, 329, 344 | 354, 365, 366, 369
371, 376, 384, 388 | 391, 398, 400, 402
410, 411, 416 |
| Unclassified | 261, 274, 276 | | 333, 336 | 347, 351 | 395, 409 |

TABLE II (continued)
 TYPES OF MOTIVE TO WHICH MOTIVATION PLANS IN THE ENGLISH JOURNAL APPEAL.

| Types of
motive | 1927 | 1928 | 1929 | 1930 |
|--|--|--|--|---|
| Competing
with others | 426, 429, 433 | 457, 468, 472, 482 | 491, 496, 514 | 532, 542, 554, 555
570 |
| Making
things | 425, 433, 440 | 458, 460, 468, 471 | 491, 495, 508, 510
511, 513, 527, 531 | 536, 544, 545, 547
548, 568, 570 |
| Sharing with and
entertaining
others | 419, 422, 423, 424
432, 433, 440, 442 | 445, 446, 447, 449
453, 458, 461, 462
465, 468, 471, 472
475, 476, 479, 480 | 485, 487, 489, 499
503, 508, 513, 515
518, 521, 523, 526
531 | 536, 538, 540, 541
542, 545, 546, 549
551, 556, 557, 559
560, 563, 565, 566
567, 575, 576 |
| Preserving
collections | 418, 427, 428, 433
434 | 443, 446, 458, 463
466, 467, 470, 472
473, 478 | 490, 492, 495, 497
498, 504, 505, 506
510, 512, 520, 522
527, 530 | 537, 538, 548, 550
555, 561, 566, 569
571, 573 |
| Enjoying
beauty | 431, 435, 437, 441 | 446, 451, 452, 462,
476, 484 | 495, 499, 500, 503
506, 528 | 534, 535, 547, 556
564, 566, 571 |
| Fitting for a
life career | | | 501 | 539 |
| Connecting with
real
interests | 420, 421, 428, 430
433, 436, 438, 439 | 454, 455, 457, 459
464, 467, 469, 472
474, 477, 479 | 486, 488, 493, 501
502, 505, 507, 512
517, 528, 529, 530 | 533, 535, 552, 574 |
| Unclassified | | 444, 448, 450, 456
481, 483 | 516, 519, 524, 525 | 543, 553, 558, 572 |

TABLE II

SUMMARY

| Types of motive | 1911 | 1912 | 1913 | 1914 | 1915 | 1916 | 1917 | 1918 | 1919 | 1920 | 1921 | 1922 | 1923 | 1924 | 1925 | 1926 | 1927 | 1928 | 1929 | 1930 | Totals |
|--------------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--------|
| Competing with others | 2 | 3 | 5 | 3 | 3 | 1 | 3 | 4 | 6 | 1 | 3 | 4 | 6 | 4 | 4 | 1 | 3 | 4 | 3 | 5 | 64 |
| Making things | | | 2 | 2 | 5 | 2 | 4 | 1 | 1 | 1 | 4 | 1 | 5 | 3 | 4 | 3 | 4 | 8 | 7 | | 57 |
| Sharing with and entertaining others | 8 | 7 | 9 | 8 | 9 | 6 | 6 | 6 | 16 | 10 | 9 | 7 | 13 | 18 | 12 | 8 | 16 | 13 | 19 | | 200 |
| Preserving collections | 4 | 2 | 4 | 5 | 5 | 2 | 4 | 4 | 3 | 6 | 5 | 5 | 10 | 13 | 4 | 5 | 10 | 14 | 10 | | 115 |
| Enjoying beauty | 1 | 1 | 4 | 6 | 6 | 3 | 2 | 1 | 1 | 6 | 5 | 4 | 5 | 5 | 4 | 4 | 6 | 6 | 7 | | 77 |
| Fitting for a life career | 4 | | 4 | 2 | 2 | 1 | | | 2 | | 2 | | | | | | | 1 | 1 | | 19 |
| Connecting with real interests | 5 | 13 | 6 | 15 | 5 | 7 | 8 | 2 | 10 | 7 | 5 | 9 | 7 | 8 | 7 | 8 | 11 | 12 | 4 | | 149 |
| Unclassified | 5 | 1 | 2 | 1 | | 3 | 1 | 1 | | 2 | 3 | | 2 | 2 | 2 | | 6 | 4 | 4 | | 39 |
| Totals | 29 | 27 | 36 | 42 | 35 | 25 | 28 | 19 | 39 | 33 | 36 | 30 | 48 | 53 | 34 | 31 | 57 | 61 | 57 | | 720 |

TABLE III

PHASES OF ENGLISH TEACHING TREATED BY THE MOTIVATION PLANS OF SELECTED TEXTBOOKS

| Phases of English Teaching | Barney | Blaissell | Boleynus | Boleynus | Chubb | Carpenle | Hawley | Johansen | Klapper | Leiper | Leonard | McGregor | Simons | Stratton | Thomas | Wohlgart | Totals |
|----------------------------|--------|-----------|----------|----------|-------|----------|--------|----------|---------|--------|---------|----------|--------|----------|--------|----------|--------|
| Written composition | 1 | 6 | 4 | | 6 | 2 | 4 | 4 | 7 | 10 | 3 | 11 | 6 | 10 | 7 | | 83 |
| Oral English | 5 | 8 | 3 | 8 | 5 | 3 | 4 | 2 | 3 | | 7 | 6 | | 2 | 3 | | 61 |
| Literature | 1 | 4 | 11 | | 5 | 3 | 8 | | 2 | | 7 | 3 | 4 | 5 | | | 53 |
| Outside reading | | 3 | | | | | 2 | | | | 2 | 3 | 7 | 7 | | | 24 |
| Language usage and grammar | | 2 | | | | | 2 | 3 | | | 4 | | | | 3 | | 14 |
| Totals | 7 | 23 | 18 | 8 | 16 | 8 | 20 | 4 | 9 | 12 | 10 | 23 | 17 | 24 | 13 | | 235 |

TABLE IV

PHASES OF ENGLISH TEACHING TO WHICH MOTIVATION PLANS IN THE ENGLISH JOURNAL REFER.

| Phases of English teaching | 1912 | 1913 | 1914 | 1915 | 1916 |
|----------------------------|--|--|--|--|--|
| Written composition | 17, 18, 20, 21
23, 24, 26, 28
29, 33, 36, 37
41, 42, 45, 44 | 45, 49, 52, 54
55, 57, 59, 60
61, 63, 65, 66
67, 68 | 75, 76, 78, 79
81, 82, 83, 86
88, 90, 91, 95
97 | 99, 100, 106, 108
110, 119, 120, 121
126, 127, 128 | 134, 135, 138, 142
145, 149, 152 |
| Oral English | 18, 23, 27, 35
36, 38, 40 | 47, 50, 52, 53
55, 57, 58, 64 | 71, 73, 74, 77
80, 81, 83, 84
86, 91 | 98, 102, 107, 111
114, 122 | 131, 137, 142 |
| Literature | 19, 30, 31, 32
34, 38, 39 | 46, 48, 56, 60
69 | 70, 72, 85, 87
89, 92, 93, 94
96 | 101, 102, 103, 104
105, 109, 112, 115
116, 117, 118, 123
124, 125, 128, 129 | 130, 131, 132, 136
139, 140, 141, 143
146, 148, 150, 151 |
| Outside reading | 22, 25 | 62 | 84 | | |
| Language usage and grammar | 37 | | 86, 90 | 107, 113 | 133, 144, 147 |
| English work in general | | 51 | | | |

from field
to house

12

from house
to field

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from house
to field

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from house
to field

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from house
to field

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from house
to field

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from house
to field

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12

from house to field

12

TABLE IV (continued)

PHASES OF ENGLISH TEACHING TO WHICH MOTIVATION PLANS IN THE ENGLISH JOURNAL REFER

| Phases of English teaching | 1917 | 1918 | 1919 | 1920 | 1921 |
|----------------------------|--|---|--------------------|---|---|
| Written composition | 155, 158, 160, 168
169, 170, 171, 172
173, 175 | 176, 177, 178, 179
182, 193, 184, 185
186, 187, 194 | 196, 197, 203, 207 | 209, 211, 212, 219
220, 225, 228, 229
230, 231, 232, 234
235 | 236, 237, 241, 242
243, 248, 249, 250
252, 253, 257, 258
259 |
| Oral English | 156, 166, 174 | 188, 189, 190 | 202, 203, 208 | 209, 213, 214, 216
225, 226, 233 | 240 |
| Literature | 153, 157, 159, 161, 162, 164, 165 | 180, 181, 193 | 204, 205, 206, 207 | 210, 218, 222, 224
227, 228 | 239, 240, 244, 245
246, 247, 251, 254 |
| Outside reading | 163 | | | | 238, 255 |
| Language usage and grammar | 154, 167 | 191, 192, 195 | 199, 200, 201 | 213, 215, 217, 223 | 242, 256 |
| English work in general | | | | 221 | |

TABLE IV (continued)

PHASES OF ENGLISH TEACHING TO WHICH MOTIVATION PLANS IN THE ENGLISH JOURNAL REFER

| Phases of English teaching | 1922 | 1923 | 1924 | 1925 | 1926 |
|----------------------------|--|---|---|---|---|
| Written composition | 260, 265, 267, 268
271, 273, 276, 280
281, 284, 285 | 288, 289, 292, 294
295, 302, 305, 306
309 | 311, 313, 317, 319
320, 325, 327, 328
332, 340, 344, 345 | 346, 347, 349, 352
354, 357, 358, 361
362, 365, 366, 367
369, 370, 371, 372
373, 382, 384, 385
386 | 392, 393, 395, 398
400, 401, 402, 406
409, 410, 415, 416
417 |
| Oral English | 262, 272, 273, 280
287 | 292, 304, 307 | 310, 320, 324, 325
328, 329, 342, 343 | 346, 370, 371, 372
376, 378, 381, 383 | 396, 397, 403 |
| Literature | 261, 262, 263, 264
270, 273, 274, 275
277, 278, 279, 281
282, 283, 286, | 291, 293, 296, 297
298, 299, 300, 303
305, 307, 308 | 312, 314, 315, 316
318, 320, 321, 323
326, 330, 331, 337
338, 340, 341 | 346, 348, 349, 353
359, 364, 368, 373
374, 379, 380, 381
388, 389 | 390, 391, 404, 405
412 |
| Outside reading | 266, 269 | | 333, 336, 339 | 349, 353, 355, 356
363, 375, 377, 387 | 399, 411, 414 |
| Language usage and grammar | | 290, 292, 301, 305 | 334, 335 | 350, 360 | 394, 408 |
| English work in general | | | | 351 | 407, 413 |

TABLE IV (continued)

PHASES OF ENGLISH TEACHING TO WHICH MOTIVATION PLANS IN THE ENGLISH JOURNAL REFER

| Phases of English teaching | 1927 | 1928 | 1929 | 1930 |
|----------------------------|---|--|--|---|
| Written composition | 418, 420, 424, 425
426, 427, 430, 432
433, 434, 439 | 443, 445, 455, 461
465, 466, 467
469, 470, 472, 474
477, 478 | 490, 492, 494, 500
501, 502, 504, 505
507, 509, 510, 512
520, 524, 526
575 | 532, 537, 541, 542
550, 558, 559, 561
565, 567, 573, 574
575 |
| Oral English | 422, 423, 425, 426
429 | 445, 457, 458, 465
471, 472, 479 | 485, 487, 490, 505
514, 519, 523 | 534, 541, 542, 545
551, 564, 572, 274 |
| Literature | 421, 425, 440, 442 | 447, 449, 451, 452
453, 454, 456, 458
459, 460, 464, 466
472, 473, 475, 483 | 486, 493, 494, 495
497, 498, 503, 506
508, 511, 513, 517
518, 522, 525, 527
528, 531 | 533, 535, 536, 538
540, 543, 547, 548
552, 554, 555, 556,
557, 569, 571, 576 |
| Outside reading | 431, 435, 436, 441 | 444, 448, 468, 481
482 | 488, 489, 491, 501
516, 521 | 539, 541, 546, 549
560, 566, 570 |
| Language usage and grammar | 419, 426, 433, 438 | 450, 455, 463, 472 | 496, 515, 529, 530 | 553, 562 |
| English work in general | 437 | 446, 462, 476, 480
484 | 499 | 544, 563, 568 |

(continued) V. 1.1.1

ALPHA LUMINOUS, BETA LUMINOUS AND GAMA LUMINOUS FROM THE OUTSIDE OF THE LUMINOUS C. 1.1.1.1

| 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1009 | 1010 | 1011 | 1012 | 1013 | 1014 | 1015 | 1016 | 1017 | 1018 | 1019 | 1020 | 1021 | 1022 | 1023 | 1024 | 1025 | 1026 | 1027 | 1028 | 1029 | 1030 | 1031 | 1032 | 1033 | 1034 | 1035 | 1036 | 1037 | 1038 | 1039 | 1040 | 1041 | 1042 | 1043 | 1044 | 1045 | 1046 | 1047 | 1048 | 1049 | 1050 | 1051 | 1052 | 1053 | 1054 | 1055 | 1056 | 1057 | 1058 | 1059 | 1060 | 1061 | 1062 | 1063 | 1064 | 1065 | 1066 | 1067 | 1068 | 1069 | 1070 | 1071 | 1072 | 1073 | 1074 | 1075 | 1076 | 1077 | 1078 | 1079 | 1080 | 1081 | 1082 | 1083 | 1084 | 1085 | 1086 | 1087 | 1088 | 1089 | 1090 | 1091 | 1092 | 1093 | 1094 | 1095 | 1096 | 1097 | 1098 | 1099 | 1100 | 1101 | 1102 | 1103 | 1104 | 1105 | 1106 | 1107 | 1108 | 1109 | 1110 | 1111 | 1112 | 1113 | 1114 | 1115 | 1116 | 1117 | 1118 | 1119 | 1120 | 1121 | 1122 | 1123 | 1124 | 1125 | 1126 | 1127 | 1128 | 1129 | 1130 | 1131 | 1132 | 1133 | 1134 | 1135 | 1136 | 1137 | 1138 | 1139 | 1140 | 1141 | 1142 | 1143 | 1144 | 1145 | 1146 | 1147 | 1148 | 1149 | 1150 | 1151 | 1152 | 1153 | 1154 | 1155 | 1156 | 1157 | 1158 | 1159 | 1160 | 1161 | 1162 | 1163 | 1164 | 1165 | 1166 | 1167 | 1168 | 1169 | 1170 | 1171 | 1172 | 1173 | 1174 | 1175 | 1176 | 1177 | 1178 | 1179 | 1180 | 1181 | 1182 | 1183 | 1184 | 1185 | 1186 | 1187 | 1188 | 1189 | 1190 | 1191 | 1192 | 1193 | 1194 | 1195 | 1196 | 1197 | 1198 | 1199 | 1200 | 1201 | 1202 | 1203 | 1204 | 1205 | 1206 | 1207 | 1208 | 1209 | 1210 | 1211 | 1212 | 1213 | 1214 | 1215 | 1216 | 1217 | 1218 | 1219 | 1220 | 1221 | 1222 | 1223 | 1224 | 1225 | 1226 | 1227 | 1228 | 1229 | 1230 | 1231 | 1232 | 1233 | 1234 | 1235 | 1236 | 1237 | 1238 | 1239 | 1240 | 1241 | 1242 | 1243 | 1244 | 1245 | 1246 | 1247 | 1248 | 1249 | 1250 | 1251 | 1252 | 1253 | 1254 | 1255 | 1256 | 1257 | 1258 | 1259 | 1260 | 1261 | 1262 | 1263 | 1264 | 1265 | 1266 | 1267 | 1268 | 1269 | 1270 | 1271 | 1272 | 1273 | 1274 | 1275 | 1276 | 1277 | 1278 | 1279 | 1280 | 1281 | 1282 | 1283 | 1284 | 1285 | 1286 | 1287 | 1288 | 1289 | 1290 | 1291 | 1292 | 1293 | 1294 | 1295 | 1296 | 1297 | 1298 | 1299 | 1300 | 1301 | 1302 | 1303 | 1304 | 1305 | 1306 | 1307 | 1308 | 1309 | 1310 | 1311 | 1312 | 1313 | 1314 | 1315 | 1316 | 1317 | 1318 | 1319 | 1320 | 1321 | 1322 | 1323 | 1324 | 1325 | 1326 | 1327 | 1328 | 1329 | 1330 | 1331 | 1332 | 1333 | 1334 | 1335 | 1336 | 1337 | 1338 | 1339 | 1340 | 1341 | 1342 | 1343 | 1344 | 1345 | 1346 | 1347 | 1348 | 1349 | 1350 | 1351 | 1352 | 1353 | 1354 | 1355 | 1356 | 1357 | 1358 | 1359 | 1360 | 1361 | 1362 | 1363 | 1364 | 1365 | 1366 | 1367 | 1368 | 1369 | 1370 | 1371 | 1372 | 1373 | 1374 | 1375 | 1376 | 1377 | 1378 | 1379 | 1380 | 1381 | 1382 | 1383 | 1384 | 1385 | 1386 | 1387 | 1388 | 1389 | 1390 | 1391 | 1392 | 1393 | 1394 | 1395 | 1396 | 1397 | 1398 | 1399 | 1400 | 1401 | 1402 | 1403 | 1404 | 1405 | 1406 | 1407 | 1408 | 1409 | 1410 | 1411 | 1412 | 1413 | 1414 | 1415 | 1416 | 1417 | 1418 | 1419 | 1420 | 1421 | 1422 | 1423 | 1424 | 1425 | 1426 | 1427 | 1428 | 1429 | 1430 | 1431 | 1432 | 1433 | 1434 | 1435 | 1436 | 1437 | 1438 | 1439 | 1440 | 1441 | 1442 | 1443 | 1444 | 1445 | 1446 | 1447 | 1448 | 1449 | 1450 | 1451 | 1452 | 1453 | 1454 | 1455 | 1456 | 1457 | 1458 | 1459 | 1460 | 1461 | 1462 | 1463 | 1464 | 1465 | 1466 | 1467 | 1468 | 1469 | 1470 | 1471 | 1472 | 1473 | 1474 | 1475 | 1476 | 1477 | 1478 | 1479 | 1480 | 1481 | 1482 | 1483 | 1484 | 1485 | 1486 | 1487 | 1488 | 1489 | 1490 | 1491 | 1492 | 1493 | 1494 | 1495 | 1496 | 1497 | 1498 | 1499 | 1500 | 1501 | 1502 | 1503 | 1504 | 1505 | 1506 | 1507 | 1508 | 1509 | 1510 | 1511 | 1512 | 1513 | 1514 | 1515 | 1516 | 1517 | 1518 | 1519 | 1520 | 1521 | 1522 | 1523 | 1524 | 1525 | 1526 | 1527 | 1528 | 1529 | 1530 | 1531 | 1532 | 1533 | 1534 | 1535 | 1536 | 1537 | 1538 | 1539 | 1540 | 1541 | 1542 | 1543 | 1544 | 1545 | 1546 | 1547 | 1548 | 1549 | 1550 | 1551 | 1552 | 1553 | 1554 | 1555 | 1556 | 1557 | 1558 | 1559 | 1560 | 1561 | 1562 | 1563 | 1564 | 1565 | 1566 | 1567 | 1568 | 1569 | 1570 | 1571 | 1572 | 1573 | 1574 | 1575 | 1576 | 1577 | 1578 | 1579 | 1580 | 1581 | 1582 | 1583 | 1584 | 1585 | 1586 | 1587 | 1588 | 1589 | 1590 | 1591 | 1592 | 1593 | 1594 | 1595 | 1596 | 1597 | 1598 | 1599 | 1600 | 1601 | 1602 | 1603 | 1604 | 1605 | 1606 | 1607 | 1608 | 1609 | 1610 | 1611 | 1612 | 1613 | 1614 | 1615 | 1616 | 1617 | 1618 | 1619 | 1620 | 1621 | 1622 | 1623 | 1624 | 1625 | 1626 | 1627 | 1628 | 1629 | 1630 | 1631 | 1632 | 1633 | 1634 | 1635 | 1636 | 1637 | 1638 | 1639 | 1640 | 1641 | 1642 | 1643 | 1644 | 1645 | 1646 | 1647 | 1648 | 1649 | 1650 | 1651 | 1652 | 1653 | 1654 | 1655 | 1656 | 1657 | 1658 | 1659 | 1660 | 1661 | 1662 | 1663 | 1664 | 1665 | 1666 | 1667 | 1668 | 1669 | 1670 | 1671 | 1672 | 1673 | 1674 | 1675 | 1676 | 1677 | 1678 | 1679 | 1680 | 1681 | 1682 | 1683 | 1684 | 1685 | 1686 | 1687 | 1688 | 1689 | 1690 | 1691 | 1692 | 1693 | 1694 | 1695 | 1696 | 1697 | 1698 | 1699 | 1700 | 1701 | 1702 | 1703 | 1704 | 1705 | 1706 | 1707 | 1708 | 1709 | 1710 | 1711 | 1712 | 1713 | 1714 | 1715 | 1716 | 1717 | 1718 | 1719 | 1720 | 1721 | 1722 | 1723 | 1724 | 1725 | 1726 | 1727 | 1728 | 1729 | 1730 | 1731 | 1732 | 1733 | 1734 | 1735 | 1736 | 1737 | 1738 | 1739 | 1740 | 1741 | 1742 | 1743 | 1744 | 1745 | 1746 | 1747 | 1748 | 1749 | 1750 | 1751 | 1752 | 1753 | 1754 | 1755 | 1756 | 1757 | 1758 | 1759 | 1760 | 1761 | 1762 | 1763 | 1764 | 1765 | 1766 | 1767 | 1768 | 1769 | 1770 | 1771 | 1772 | 1773 | 1774 | 1775 | 1776 | 1777 | 1778 | 1779 | 1780 | 1781 | 1782 | 1783 | 1784 | 1785 | 1786 | 1787 | 1788 | 1789 | 1790 | 1791 | 1792 | 1793 | 1794 | 1795 | 1796 | 1797 | 1798 | 1799 | 1800 | 1801 | 1802 | 1803 | 1804 | 1805 | 1806 | 1807 | 1808 | 1809 | 1810 | 1811 | 1812 | 1813 | 1814 | 1815 | 1816 | 1817 | 1818 | 1819 | 1820 | 1821 | 1822 | 1823 | 1824 | 1825 | 1826 | 1827 | 1828 | 1829 | 1830 | 1831 | 1832 | 1833 | 1834 | 1835 | 1836 | 1837 | 1838 | 1839 | 1840 | 1841 | 1842 | 1843 | 1844 | 1845 | 1846 | 1847 | 1848 | 1849 | 1850 | 1851 | 1852 | 1853 | 1854 | 1855 | 1856 | 1857 | 1858 | 1859 | 1860 | 1861 | 1862 | 1863 | 1864 | 1865 | 1866 | 1867 | 1868 | 1869 | 1870 | 1871 | 1872 | 1873 | 1874 | 1875 | 1876 | 1877 | 1878 | 1879 | 1880 | 1881 | 1882 | 1883 | 1884 | 1885 | 1886 | 1887 | 1888 | 1889 | 1890 | 1891 | 1892 | 1893 | 1894 | 1895 | 1896 | 1897 | 1898 | 1899 | 1900 | 1901 | 1902 | 1903 | 1904 | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 | 1911 | 1912 | 1913 | 1914 | 1915 | 1916 | 1917 | 1918 | 1919 | 1920 | 1921 | 1922 | 1923 | 1924 | 1925 | 1926 | 1927 | 1928 | 1929 | 1930 | 1931 | 1932 | 1933 | 1934 | 1935 | 1936 | 1937 | 1938 | 1939 | 1940 | 1941 | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 | 1949 | 1950 | 1951 | 1952 | 1953 | 1954 | 1955 | 1956 | 1957 | 1958 | 1959 | 1960 | 1961 | 1962 | 1963 | 1964 | 1965 | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 | 2034 | 2035 | 2036 | 2037 | 2038 | 2039 | 2040 | 2041 | 2042 | 2043 | 2044 | 2045 | 2046 | 2047 | 2048 | 2049 | 2050 | 2051 | 2052 | 2053 | 2054 | 2055 | 2056 | 2057 | 2058 | 2059 | 2060 | 2061 | 2062 | 2063 | 2064 | 2065 | 2066 | 2067 | 2068 | 2069 | 2070 | 2071 | 2072 | 2073 | 2074 | 2075 | 2076 | 2077 | 2078 | 2079 | 2080 | 2081 | 2082 | 2083 | 2084 | 2085 | 2086 | 2087 | 2088 | 2089 | 2090 | 2091 | 2092 | 2093 | 2094 | 2095 | 2096 | 2097 | 2098 | 2099 | 2100 | 2101 | 2102 | 2103 | 2104 | 2105 | 2106 | 2107 | 2108 | 2109 | 2110 | 2111 | 2112 | 2113 | 2114 | 2115 | 2116 | 2117 | 2118 | 2119 | 2120 | 2121 | 2122 | 2123 | 2124 | 2125 | 2126 | 2127 | 2128 | 2129 | 2130 | 2131 | 2132 | 2133 | 2134 | 2135 | 2136 | 2137 | 2138 | 2139 | 2140 | 2141 | 2142 | 2143 | 2144 | 2145 | 2146 | 2147 | 2148 | 2149 | 2150 | 2151 | 2152 | 2153 | 2154 | 2155 | 2156 | 2157 | 2158 | 2159 | 2160 | 2161 | 2162 | 2163 | 2164 | 2165 | 2166 | 2167 | 2168 | 2169 | 2170 | 2171 | 2172 | 2173 | 2174 | 2175 | 2176 | 2177 | 2178 | 2179 | 2180 | 2181 | 2182 | 2183 | 2184 | 2185 | 2186 | 2187 | 2188 | 2189 | 2190 | 2191 | 2192 | 2193 | 2194 | 2195 | 2196 | 2197 | 2198 | 2199 | 2200 | 2201 | 2202 | 2203 | 2204 | 2205 | 2206 | 2207 | 2208 | 2209 | 2210 | 2211 | 2212 | 2213 | 2214 | 2215 | 2216 | 2217 | 2218 | 2219 | 2220 | 2221 | 2222 | 2223 | 2224 | 2225 | 2226 | 2227 | 2228 | 2229 | 2230 | 2231 | 2232 | 2233 | 2234 | 2235 | 2236 | 2237 | 2238 | 2239 | 2240 | 2241 | 2242 | 2243 | 2244 | 2245 | 2246 | 2247 | 2248 | 2249 | 2250 | 2251 | 2252 | 2253 | 2254 | 2255 | 2256 | 2257 | 2258 | 2259 | 2260 | 2261 | 2262 | 2263 | 2264 | 2265 | 2266 | 2267 | 2268 | 2269 | 2270 | 2271 | 2272 | 2273 | 2274 | 2275 | 2276 | 2277 | 2278 | 2279 | 2280 | 2281 | 2282 | 2283 | 2284 | 2285 | 2286 | 2287 | 2288 | 2289 | 2290 | 2291 | 2292 | 2293 | 2294 | 2295 | 2296 | 2297 | 2298 | 2299 | 2300 | 2301 | 2302 | 2303 | 2304 | 2305 | 2306 | 2307 | 2308 | 2309 | 2310 | 2311 | 2312 | 2313 | 2314 | 2315 | 2316 | 2317 | 2318 | 2319 | 2320 | 2321 | 2322 | 2323 | 2324 | 2325 | 2326 | 2327 | 2328 | 2329 | 2330 | 2331 | 2332 | 2333 | 2334 | 2335 | 2336 | 2337 | 2338 | 2339 | 2340 | 2341 | 2342 | 2343 | 2344 | 2345 | 2346 | 2347 | 2348 | 2349 | 2350 | 2351 | 2352 | 2353 | 2354 | 2355 | 2356 | 2357 | 2358 | 23 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-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|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-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TABLE IV

SUMMARY

| Phases of English teaching | Totals | | | | | | | | | | | | | | | | | | | |
|----------------------------|--------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|
| | 1912 | 1913 | 1914 | 1915 | 1916 | 1917 | 1918 | 1919 | 1920 | 1921 | 1922 | 1923 | 1924 | 1925 | 1926 | 1927 | 1928 | 1929 | 1930 | |
| Written composition | 16 | 14 | 13 | 11 | 7 | 10 | 11 | 4 | 13 | 13 | 11 | 9 | 12 | 21 | 13 | 12 | 14 | 15 | 14 | 253 |
| Oral English | 7 | 8 | 10 | 8 | 3 | 3 | 3 | 3 | 7 | 1 | 6 | 3 | 8 | 8 | 3 | 5 | 7 | 7 | 8 | 108 |
| Literature | 7 | 5 | 9 | 17 | 12 | 7 | 3 | 4 | 6 | 8 | 15 | 11 | 15 | 14 | 5 | 4 | 16 | 18 | 16 | 192 |
| Outside reading | 2 | 1 | 1 | | | 1 | | | | 2 | 2 | 3 | 3 | 8 | 3 | 4 | 5 | 6 | 7 | 45 |
| Language usage and grammar | 1 | | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 2 | | 4 | 2 | 2 | 2 | 4 | 4 | 4 | 2 | 49 |
| English work in general | | 1 | | | | | | | 1 | | | | | | 2 | 1 | 5 | 1 | 3 | 14 |
| Totals | 33 | 29 | 36 | 39 | 26 | 23 | 20 | 14 | 31 | 26 | 34 | 27 | 40 | 53 | 28 | 30 | 51 | 51 | 50 | 641 |

TABLE V

SPECIAL DEVICES FOR MOTIVATION WHICH ARE DEVELOPED IN SELECTED TEXTS ON THE TEACHING OF ENGLISH

| Special devices | Barnes | Blaisdell | Bolenius | Bolenius(2) | Chubb | Carpenter | Hawley | Johansen | Kaplan | Kaplan | Keiper | Leonard | McGregor | Simons | Stratton | Thomas | Wohlfarth | Totals |
|------------------------|--------|-----------|----------|-------------|-------|-----------|--------|----------|--------|--------|--------|---------|----------|--------|----------|--------|-----------|--------|
| Clubs | 1 | | | | 2 | 1 | | | 1 | | 2 | | 4 | 2 | 1 | 2 | | 15 |
| Competition | | | | | | 6 | | | | | 2 | | 1 | | 3 | | | 26 |
| Conference | 1 | 1 | 2 | 1 | | 1 | | | 4 | | 1 | | 1 | | 1 | | | 5 |
| Correlation | | | | | 2 | 5 | 1 | 2 | | | 4 | 5 | 3 | 5 | 9 | 5 | | 57 |
| Dramatics | | | 2 | 2 | | | 2 | 1 | | | | 2 | 3 | 2 | 2 | | | 19 |
| Games | | | | | | | | | | | | 2 | | 1 | 2 | 1 | | 3 |
| Grades | 1 | | | | | | | | | | | | | | | | | 4 |
| Illustrative Material | 4 | 2 | | 2 | 3 | 1 | 3 | 1 | | | | 7 | 5 | 3 | 1 | | | 32 |
| Interpretative Reading | | | | | | | | 1 | | | | | | 1 | 1 | | | 3 |
| Letters | 1 | | | | | | | 2 | 1 | | 1 | | 1 | | | 1 | | 8 |
| Making things | | 4 | | | | | | | | | | 1 | | | | | | 5 |
| Notebooks | | 1 | | 1 | | | | 1 | | | | | 3 | 2 | | 2 | | 7 |
| Programs | 1 | 2 | 2 | 3 | 1 | 3 | | | 2 | | 1 | 3 | | | 1 | 2 | | 29 |
| School Publications | | 1 | | | | | | 1 | | | 1 | 2 | 1 | 3 | 2 | 1 | | 13 |
| Miscellaneous | 3 | 1 | 1 | | | 4 | | | | | | | | | 1 | 1 | | 11 |
| Totals | 7 | 24 | 8 | 16 | 8 | 21 | 6 | 9 | 8 | 10 | 22 | 22 | 22 | 19 | 24 | 15 | | 237 |

TABLE VI

SPECIAL DEVICES FOR MOTIVATION WHICH ARE DEVELOPED IN THE ENGLISH JOURNAL

| Special
Devices | 1912 | | 1913 | | 1914 | |
|--------------------|--|--|--------------------------------|--|--------------------------------|--|
| | | | | | | |
| Clubs | | | 64 | | | |
| Competition | 23, 40 | | 53, 58, 63, 67 | | 73, 77, 80, 86, 88 | |
| Conference | 24, 28, 29 | | 62, 63 | | 84 | |
| Correlation | 17, 18, 21, 22, 25, 29, 30, 33, 36
39, 56 | | 45, 47, 52, 54, 60, 61, 68, 69 | | 76, 78, 79, 81, 82, 87, 91, 95 | |
| Dramatic | 27, 31, 34, 37, 41, 46 | | 55, 57 | | 70, 71, 77, 93 | |
| Games | | | | | | |
| Grades | | | 52, 54 | | 86 | |
| Illustrative | 19, 20, 42, 43 | | 51 | | 70, 72, 74, 94 | |
| material | | | | | | |
| Interpretative | | | 48 | | 70, 71, 75, 77, 85, 89, 96 | |
| reading | | | | | | |
| Letters | 23 | | 55, 66, 67 | | 76, 83, 88 | |
| Making things | | | | | 92, 96 | |
| Notebooks | 24, 37 | | | | 75, 96 | |
| Programs | | | 59 | | 70, 83, 84 | |
| School | | | | | | |
| publications | 26, 44 | | 64, 65, 66 | | 95 | |
| Miscellaneous | 32 | | 49 | | 90, 97 | |

TABLE VI (continued)

SPECIAL DEVICES FOR MOTIVATION WHICH ARE DEVELOPED IN THE ENGLISH JOURNAL

| Special
Devices | 1915 | | 1916 | | 1917 | |
|--------------------|------|--------------------------------------|------------------------------|--|------------------------------|--|
| | | | | | | |
| Clubs | | | | | | |
| Competition | | | 131, 132, 135 | | 134, 153, 156 | |
| Conference | | 98, 110, 111, 119 | 151, 152 | | 174 | |
| Correlation | | 98, 99, 104, 106, 108, 114, 115, 116 | 132, 135, 140, 141, | | 155, 157, 158, 166, 173, 174 | |
| | | 117, 118, 120, 121, 122, 123, 124, | 142, 148, 149, 151 | | | |
| | | 126, 128 | | | | |
| Dramatics | | 116, 127 | 134, 144, 147, 151, 152 | | 154, 162, 169, 175 | |
| Games | | | | | 154 | |
| Grades | | | | | | |
| Illustrative | | 102, 117, 119, 125, 129 | 130, 139, 141, 146 | | 154, 159, 161, 164, 165, 171 | |
| material | | | | | | |
| Interpretative | | 105, 109, 116, 117 | 145, 144 | | | |
| reading | | | | | | |
| Letters, | | 100, 127 | | | 175, 176 | |
| Making things | | 101, 119 | 131, 141, 146, 147, 150 | | 177, 178, 184, 185, 195 | |
| Notebooks | | 107, 111 | 132 | | 178, 180 | |
| Programs | | 103, 119 | 132, 136 | | 181, 189, 191 | |
| School | | | | | | |
| publications | | 100, 107, 110 | 131, 132, 134, 138, 145, 152 | | 183, 184, 185, 191, 195 | |
| Miscellaneous | | 113 | | | 168, 172 | |

TABLE VI (continued)

SPECIAL DEVICES FOR MOTIVATION WHICH ARE DEVELOPED IN THE ENGLISH JOURNAL

| Special
Devices | 1918 | | 1919 | | 1920 | |
|--------------------|-----------------------------------|--|---------------|--|------------------------------|--|
| | | | | | | |
| Clubs | | | | | | |
| Competition | 134, 184, 191, 200, 201, 206 | | | | 209, 213, 221, 225, 228 | |
| Conference | | | | | 209, 211, 214, 215, 216, 217 | |
| Correlation | 176, 186, 187, 190, 191, 195 | | 203, 206, 208 | | 210, 215, 219, 220, 226, 229 | |
| | 196, 194, 185 | | | | 232, 233 | |
| Dramatics | 181, 182, 191, 193 | | 196, 197, 204 | | 209, 211, 215, 221, 222, 223 | |
| | | | | | 224, 227, 231, 232, 234 | |
| Games | 192 | | 204 | | 215 | |
| Grades | | | | | 221 | |
| Illustrative | 181, 193 | | 205 | | 228 | |
| material | | | | | | |
| Interpretative | | | 202 | | | |
| reading | | | | | | |
| Letters | 176 | | | | | |
| Making things | 177, 178, 184, 185, 195 | | 201 | | 209, 212, 219, 229, 230 | |
| Notebooks | 177, 178, 180 | | | | 215 | |
| Programs | 181, 189, 191 | | 200 | | 233 | |
| School | | | | | 209, 213, 221, 225, 228, 235 | |
| publications | 183, 184, 191, 195, 196, 198, 207 | | | | | |
| Miscellaneous | 188 | | | | 215, 218, 228 | |

TABLE VI (continued)
SPECIAL DEVICES FOR MOTIVATION WHICH ARE DEVELOPED IN THE ENGLISH JOURNAL

| Special
Devices | 1921 | | 1922 | | 1923 | |
|--------------------|-----------------------------------|--|------------------------------|--|------------------------------|--|
| | | | | | | |
| Clubs | 280, 281, 282 | | 280, 281, 282 | | 288, 292 | |
| Competition | 271, 272, 280 | | 271, 272, 280 | | 292, 298, 300, 304 | |
| Conference | 276 | | 276 | | | |
| Correlation | 262, 263, 265, 270, 273, 284 | | 262, 263, 265, 270, 273, 284 | | 288, 289, 301, 302, 305 | |
| | 285, 287 | | 285, 287 | | | |
| Dramatics | 263, 277, 280, 281, 282 | | 263, 277, 280, 281, 282 | | 295, 296, 303 | |
| Games | | | | | 290 | |
| Grades | | | | | | |
| Illustrative | 261, 265, 269, 273, 279, 283 | | 261, 265, 269, 273, 279, 283 | | 291, 293, 297, 296, 299, 303 | |
| Material | 284, 286 | | 284, 286 | | | |
| Interpretative | 248 | | | | | |
| reading | | | | | | |
| Letters | 243, 265, 267, 271 | | 285 | | 302 | |
| Making things | 243, 246 | | 264, 271, 275, 277 | | | |
| Notebooks | 236, 237, 239, 243, 246, 257, 259 | | 264, 268, 280, 282 | | 288, 308, 309 | |
| Programs | 244, 247 | | | | | |
| School | 236, 241, 259 | | 280, 260 | | 300, 301 | |
| publications | | | | | 288, 294, 306 | |
| Miscellaneous | 238, 253 | | 274 | | | |

TABLE VI (continued)
SPECIAL DEVICES FOR MOTIVATION WHICH ARE DEVELOPED IN THE ENGLISH JOURNAL

| Special
Devices | 1924 | 1925 | 1926 |
|---------------------------|---|--|-------------------------------------|
| Clubs | 310, 323, 339 | | |
| Competition | 321, 324, 325, 334, 342 | 349, 353, 369, 378, 380 | 396, 404 |
| Conference | 333 | 370, 380, 381 | |
| Correlation | 313, 318, 327, 328, 329, 330, 337
344 | 247
351, 354, 365, 366, 369, 371,
384, 388 | 391, 398, 400, 402, 410, 411
416 |
| Dramatics | 310, 315, 316, 341, 346 | 349, 360, 367, 377, 379, 386 | 397, 403, 405, 413 |
| Games | 326 | 350, 355 | 410 |
| Grades | 325 | | |
| Illustrative
material | 312, 314, 320, 331, 338, 339 | 348, 364, 373, 385, 389 | 395, 396, 405, 406, 409, 414, 415 |
| Interpretative
reading | 336 | | |
| Letters | 332, 344 | | |
| Making things | 321, 331, 338, 343 | 365, 387, 389 | 392, 405, 515 |
| Notebooks | 312, 318, 320, 323, 340 | 349, 359, 377, 379 | 392 |
| Programs | 310, 322, 323, 328, 335, 339,
341, 343 | 370, 373, 375
349, 356, 363, 369, 370, 372
375, 377, 379, 386, 387 | 399, 401, 405, 408 |
| School publica-
tions | 311, 317, 319, 332, 345 | 352, 357, 358, 361, 362, 369
382, 383, 384 | 393, 407, 417 |
| Miscellaneous | | 368, 374 | 394 |

TABLE VI (continued)

SPECIAL DEVICES FOR MOTIVATION WHICH ARE DEVELOPED IN THE ENGLISH JOURNAL

| Special
Devices | 1927 | 1928 | 1929 | 1930 |
|---------------------------|-------------------------------------|--|--|---|
| Clubs | | 445, 468 | | 545, 560, 561 |
| Competition | 419, 426, 429, 432,
433 | 457, 468, 472, 482 | 491, 496, 514, 521 | 532, 542, 554, 555, 570 |
| Conference | | 444 | | 550, 551, 559, 552, 567 |
| Correlation | 420, 421, 425, 428, 430
436, 438 | 445, 452, 454, 457,
459, 464, 465, 466
467, 474, 477, 479
447, 449, 458, 460
461, 468, 475, 479
472 | 486, 488, 493, 489,
501, 502, 505, 507
508, 512, 513, 529
485, 487, 508, 518
521, 526, 531
515, 523 | 533, 536, 539, 548, 552
565, 575 |
| Dramatics | 429, 440, 442 | | | 538, 540, 545, 549, 563 |
| Games | 426 | 455 | | 554, 560 |
| Grades | | 450, 458, 467, 469,
471, 472, 476, 483
484 | 495, 499, 500, 503
516, 525, 528 | 535, 547, 553, 556, 558
564, 566, 571, 574 |
| Illustrative
material | 422, 424, 431, 435, 437
439, 441 | | | |
| Interpretative
reading | | 472 | | |
| Letters | 419, 424 | 467, 477 | 489, 505 | 565 |
| Making things | 425, 433, 440 | 458, 468, 471 | | 536, 544, 547, 548, 568
570 |
| Notebooks | 418 | 446, 458, 463, 466,
473 | 490, 497, 498, 504,
506, 510, 512, 527
530 | 538, 548, 550, 566, 569
571 |
| Programs | 422, 423, 433 | 445, 446, 447, 453,
462, 455, 471, 480 | 490, 499, 503, 513 | 534, 538, 541, 542, 546
551, 557, 576 |
| School
publications | 419, 427, 428, 433, 434 | 443, 446, 467, 469
470, 472, 478 | 492, 495, 505, 509
517, 520, 522
519, 524 | 537, 550, 555, 561, 573 |
| Miscellaneous | | | | 543 |

TABLE VI

SUMMARY

| Special
Devices | 1912 | 1913 | 1914 | 1915 | 1916 | 1917 | 1918 | 1919 | 1920 | 1921 | 1922 | 1923 | 1924 | 1925 | 1926 | 1927 | 1928 | 1929 | 1930 | Totals |
|---------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--------|
| Clubs | 1 | | | 3 | | 1 | | 5 | 2 | 3 | 2 | 2 | 3 | 2 | | 2 | | 3 | | 32 |
| Competition | 2 | 5 | 4 | 2 | | 4 | | 6 | 1 | 3 | 4 | 4 | 3 | | | 4 | | 5 | | 68 |
| Conference | 3 | 1 | | | | | | | 1 | 3 | | 5 | 1 | | 5 | 1 | | 5 | | 16 |
| Correlation | 12 | 8 | 17 | 8 | 6 | 9 | 3 | 10 | 10 | 8 | 5 | 8 | 8 | 7 | 7 | 12 | 12 | 7 | 7 | 163 |
| Dramatics | 6 | 2 | 2 | 5 | 4 | 4 | 2 | 10 | 6 | 5 | 3 | 5 | 7 | 4 | 3 | 8 | 7 | 5 | | 92 |
| Games | | | | | 1 | 1 | 1 | 1 | | | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | | 15 |
| Grades | 2 | 1 | | | | | | | | | | | | | | | | | | 6 |
| Illustrative
material | 4 | 4 | 5 | 4 | 6 | 2 | 1 | 1 | 3 | 8 | 6 | 6 | 5 | 7 | 7 | 9 | 7 | 9 | | 95 |
| Interpretative
reading | 2 | 5 | 4 | 2 | | | | | 1 | | | 1 | | 1 | | 1 | | | | 19 |
| Letters | 1 | 3 | 2 | 2 | 2 | 1 | 1 | 5 | 4 | 1 | 1 | 2 | 3 | 3 | 2 | 2 | 2 | 1 | 6 | 36 |
| Making things | | | 2 | 5 | 2 | 5 | 1 | 1 | 2 | 4 | 3 | 4 | 5 | 3 | 3 | 3 | 10 | 6 | 8 | 58 |
| Notebooks | 2 | 2 | 2 | 1 | 3 | 2 | 1 | 1 | 7 | 4 | 3 | 5 | 5 | 1 | 1 | 5 | 9 | 6 | 6 | 56 |
| Programs | 2 | 3 | 2 | 2 | 3 | 3 | 1 | 6 | 2 | 1 | 2 | 8 | 13 | 4 | 3 | 8 | 4 | 8 | | 76 |
| School publi-
cations | | | 2 | 2 | | | | | | | | | | | | | | | | |
| Miscellaneous | 1 | 1 | 3 | 6 | 4 | 5 | 5 | 3 | 3 | 1 | 3 | 5 | 9 | 3 | 1 | 5 | 9 | 6 | | 77 |
| Totals | 37 | 41 | 44 | 38 | 34 | 38 | 20 | 48 | 43 | 40 | 30 | 55 | 68 | 54 | 33 | 66 | 68 | 64 | | 830 |

CHAPTER III

MOTIVATION PLANS APPEARING IN SELECTED TEXTBOOKS ON THE TEACHING OF ENGLISH

1. Walter Barnes, The New Democracy in the Teaching of English. Chicago: Rand McNally and Company, 1923.

Literature must be universally interesting to the pupils, even if the light and modern is resorted to for some of them.

A practical and vital problem for written composition is letter-writing in its most common forms. The daily occasions for oral English are prepared for by class practice in conversation, discussion, explanation, informal argument, and story-telling.

2. Thomas C. Blaisdell, Ways to Teach English. Garden City, New York: Doubleday, Doran and Company, Inc., 1930.

A school paper, letter-writing, Better Speech Week projects, and contests between classes motivate composition work. Individual graphs and conferences act as checks. Oral composition may be based on pupil experiences, hobbies, collections, pictures, contests, and pupil criticism. Assembly programs and clubs provide an audience.

Dramatization, picture displays, a bulletin board, and magazines may be used in teaching literature. Outside reading is stimulated by attractive books, story-telling, and "temptation" samples. Games and contests are helpful in language drills.

CHAPTER III

MOTIVATION PLANS APPEARING IN SELECTED THEORIES OF THE TEACHING OF ENGLISH

1. Walter Dill, The New Democracy in the Teaching of English. Chicago:

Board McNally and Company, 1932.

Information must be universally interesting to the pupils, even if the

light and modern is resorted to for some of them.

A practical and vital problem for written composition is letter-

writing in its most common forms. The daily occasions for oral English are

prepared for by class practice in conversation, discussion, explanation,

informal argument, and story-telling.

2. Thomas C. Blaisdell, Ways to Teach English. Garden City, New York:

Doubleday, Dorsey and Company, Inc., 1930.

A school paper, letter-writing, better speech week projects, and

contacts between classes motivate composition work. Individual groups and

conferences not be checked. Oral composition may be based on English

experiences, hobbies, collections, pictures, contests, and witty criticism.

Assembly projects and films provide an audience.

Presentation, picture displays, a bulletin board, and magazines

may be used in teaching literature. Outside reading is stimulated by

attractive books, story-telling, and "temptation" samples. Games and

contests are helpful in language drills.

3. Emma Miller Bolenius, Teaching Literature in the Grammar Grades and High Schools. Boston: Houghton Mifflin Company, 1915.

Interest in literature courses may be aroused by dramatization, tableaux, pageants, music, anthologies, the construction of a theater, dolls, scenery, and puppets, correlation with nature study, and English clubs.

Composition work is provided in modernizing classics, contributing to the school paper, imitating essay models, and in writing essays for special holidays. Debates, holiday programs, and societies demand frequent oral compositions.

4. Emma M. Bolenius, The Teaching of Oral English. Philadelphia: J. B. Lippincott Company, 1916.

Material for oral composition is found in pupil hobbies, other classes, debates, symposiums, and clubs. Talks before an audience, games, and praise as well as censure encourage effort.

5. Percival Chubb, The Teaching of English in the Elementary and the Secondary School. New York: The MacMillan Company, 1918.

Publicity for excellence in composition is provided by reading aloud the best themes. Papers written for other classes are marked for correct English. Literary models, personal experiences, and variations of stories afford composition material. Poems are written for special occasions. Clubs, debates, dramatics, public speaking, and programs afford an opportunity for oral work.

Reading aloud, notebooks, dramatization, maps, and historical

3. James Miller McKim, Teaching Literature in the Grammar Grades and

High Schools, Boston: Houghton Mifflin Company, 1915.

Interest in literature courses may be aroused by dramatization, recitation, pageants, music, anthologies, the construction of a library, films, scenery, and puppets, correlation with nature study, and English clubs.

Composition work is provided in modernizing classes, contributing to the school paper, imitating essay models, and in writing essays for special holidays. Debates, holiday programs, and recitations demand frequent oral composition.

4. John M. Holman, The Teaching of Oral English, Philadelphia: J. B.

Lippincott Company, 1916.

Material for oral composition is found in pupil histories, other classes, debates, symposiums, and clubs. Talks before an audience, games, and prizes as well as rewards encourage effort.

5. Patricia Gump, The Teaching of English in the Elementary and the

Secondary School, New York: The Macmillan Company, 1918.

Ability for excellence in composition is provided by testing along the best themes. Papers written for other classes are marked for correct English. Literary models, personal experiences, and variations of stories afford composition material. Forms are written for special occasions. Clubs, debates, dramatization, public speaking, and programs afford an opportunity for oral work.

Reading aloud, notebooks, dramatization, maps, and historical

backgrounds are valuable devices to be used in a class in literature.

6. George R. Carpenter, Franklin T. Baker, and Fred N. Scott, The Teaching of English in the Elementary and the Secondary School. New York: Longmans, Green and Company, 1913.

The cooperation of all departments in refusing to accept papers poor in English stimulates a carry over of principles to a practical situation. Subject-matter for themes is more vital when taken from sources outside of the English class. Discussion is a form of oral composition. Literary and debating societies are valuable if used warily. The use of suspense in telling a story, giving the story the nature of a puzzle, and the use of pictures are suggested to arouse interest in literature.

7. Hattie L. Hawley, Teaching English in Junior High Schools. Boston: Houghton Mifflin Company, 1924.

The devices presented in this book recognize the fact that "joy in work" is a stimulus to learning. To cultivate an appreciation of literature there are group projects, pupil-teacher lessons, clubs, programs, illustrative materials, displays of excellent themes, Current Events days, and nonsense verses. The "love of reading" is encouraged by conference and class discussions.

Interesting subject-matter, group reports, outside reading, and class discussions are forms of oral work. Effort in written composition is fostered by problem methods, socialized criticism, blackboard correction, and composition scales. The deadening monotony of drills in

backgrounds are valuable devices to be used in a class in literature.

6. George W. Carpenter, Franklin L. Baker, and Fred H. Scott, The Teaching of English in the Elementary and the Secondary School. New York: Longmans, Green and Company, 1915.

The cooperation of all departments in relation to recent papers
root in English literature a carry over of principles to a practical
application. Subject-matter for themes is more vital than from
sources outside of the English class. Directed to is a form of oral
composition. Literary and scientific activities are valuable in used writing.
The use of literature in telling a story, giving the story the nature of a
game, and the use of pictures are suggested to arouse interest in
literature.

7. Natalie L. Sawyer, Teaching English in Junior High Schools. Boston: Houghton Mifflin Company, 1921.

The device presented in this book recognizes the fact that "joy
in work" is a stimulus to learning. To cultivate an appreciation of
literature there are group projects, pupil-teacher lessons, class
programs, illustrated materials, displays of excellent themes, current
events days, and response verses. The "love of reading" is encouraged
by conferences and class discussions.
Informing subject-matter, group reports, guided reading, and
class discussions are some of oral work. Effort is written composition
is fostered by problem methods, individual criticism, discussion
correction, and composition series. The beneficial working of drill is

language usage, punctuation, and spelling may be eliminated by snappy games and competitions.

8. Fannie O. Johansen, Projects in Action English. Boston: Richard G. Badger, 1920.

A series of oral and written projects are presented. Oral work is motivated by action and dramatization. Written composition is based upon pictures of actions or upon mental pictures recalled by the pupil.

9. Paul Klapper, Teaching English in Elementary and Junior High Schools, New York, Appleton and Company, 1925.

For written composition such devices are suggested as: a class journal, fables to imitate, a story related up to the climax by the teacher, and imaginary diaries. Debatable topics and personification of inanimate objects are used in oral work. Posters and slogans call attention to speech errors. Games are a means of enlivening drill.

10. M. A. Leiper, Teaching Language Through Agriculture and Domestic Science. Washington Government Printing Office, 1912.

The correlation of English with vocational subjects provides material for many activities. Basing all of their subject matter upon agriculture and domestic science, pupils obtain oral practice in debating, telling stories, and conversing. Written composition takes the form of essays, observation reports, exposition, description, and letter-writing. Vocational literature and nature poems stimulate verse-writing as well as reading.

language means, pronunciation, and spelling may be eliminated by analogy
cause and competition.

8. James O. Johnson, Projects in Action English. Boston: Richard G.
Bedger, 1930.

A series of oral and written projects are presented. Oral work is
motivated by action and dramatization. Written composition is based upon
pictures of actions or upon mental pictures recalled by the pupil.

9. Paul W. Hapner, Teaching English in Elementary and Junior High Schools.
New York: Appleton and Company, 1925.

For written composition such devices are suggested as: a class
journal, tables to imitate, a story related up to the climax by the teacher,
and imaginary dialogues. Debatable topics and dramatization of incidents
objects are used in oral work. Posters and slogans call attention to speech
errors. Games are a means of reviewing drill.

10. W. A. Lister, Teaching Language Through Arithmetic and Domestic Science.
Washington Government Printing Office, 1912.

The correlation of English with vocational subjects provides material
for many activities. Basic aim of their subject matter upon arithmetic
and domestic science, pupils obtain oral practice in debating, telling
stories, and conversing. Written composition takes the form of essays,
observation reports, exposition, description, and letter-writing. Voc-
ational literature and nature poems stimulate verse-writing as well as
reading.

11. Sterling Andrus Leonard, English Composition as a Social Problem.

Boston: Houghton Mifflin Company, 1917.

Good composition subjects must come from vital experiences of the pupils. Story-telling, teaching others, and working for community betterment supply motives. Other incentives are: preservation of good work, publication in the form of letters or school paper, class criticism, conferences, games, and dramatization.

12. A. Laura McGregor, Supervised Study in Junior and Senior High School.

New York: The MacMillan Company, 1921.

Projects of vocational or community interest, a school magazine, and a school paper furnish material for written composition. Oral work is stimulated by pupil criticism, charts, individual record cards, a speech census, the use of pictures, assembly programs, and plays.

Games, stories, maps, pictures, and memorization are devices for literature study. Favorite books are recommended by pupils in the form of ads and special lists.

A "Watch Your Speech" project is valuable in promoting good speech habits. Posters, programs, and games are planned by the pupils for observing the campaign.

13. Sarah E. Simons, English Problems in the Solving. Chicago: Scott,

Foresman and Company, 1920.

Methods of securing interest in written composition are listed: a socialized class, an English club, charts and graphs, a school magazine, community interest, exchange of letters, conferences, the use of pictures

11. Sterling, Arthur Leonard, English Composition as a Social Problem.

Boston: Houghton Mifflin Company, 1917.

Good composition subjects must come from vital experiences of the

pupils. Story-telling, teaching others, and working for community

betterment supply motives. Other incentives are: presentation of good

work, publication in the form of letters or school paper, class criticism,

conferences, games, and dramatization.

12. A. Laura Schreyer, Supervised Study in Junior and Senior High School.

New York: The Macmillan Company, 1921.

Projects of vocational or community interest, a school magazine,

and a school paper furnish material for written composition. Oral work is

stimulated by pupil criticism, charts, individual record cards, a speech

contest, the use of pictures, a assembly program, and plays.

Games, stories, maps, pictures, and dramatization are devices for

literature study. Favorite books are recommended by pupils in the form of

lists and special lists.

A "speech hour speech" project is valuable in promoting good speech

habits. Posters, programs, and games are planned by the pupils for an

observing the campaign.

13. Geran E. Simon, English Problems in the Solving. Chicago: Scott,

Foreman and Company, 1920.

Methods of securing interest in written composition are listed: a

socialized class, an English club, charts and graphs, a school magazine,

community interest, exchange of letters, conferences, the use of pictures

and personal experiences, and dramatization.

Oral English finds expression in debates, story-telling clubs, oral reading, dramatics, and speeches for school and club programs.

For outside reading the class may be divided into groups. Reports, pageants, and acting out scenes by groups provide activity.

Contemporary magazines, lantern slides, and maps are literature aids.

14. Clarence Stratton: The Teaching of English in the High School, New York: Harcourt Brace and Company, 1923.

Pictures and illustrative material, interesting historical backgrounds, dramatization, and interpretative reading by the teacher make literature study more vivid. Outside reading is stimulated by marking recitations in a book. A book, paper, or play may be published, bibliographies made, and clubs and committees organized. The teacher may read selections.

Written compositions should be based upon pupil interests and experiences. Current magazines and material from other departments offer subject-matter for essay-writing. Pupils may cooperate and write a class book or a play for Better Speech Week.

15. Charles Swain Thomas, The Teaching of English. Boston: Houghton Mifflin Company, 1927.

Written composition may be vitalized by advertisements, newspaper items, the materials and textbooks of other departments, and vocational subject-matter. Marks given by the English department for papers and notebooks required by other departments inspires the pupil to apply his

composition knowledge.

Oral reading, dramatic presentations, book clubs, and interesting background material keep interest alive in literature. Outside reading is encouraged by personal conference, modern books, cooperation with the city library, points for summer reading, and personal ownership of books. Supplementary aids to the English class are found in: a school paper or annual, debating, prize-speaking contests, city and school libraries, pictures, programs, plays, and an honorary English club.

16. Julia Helen Wohlfarth, Self-Help Methods of Teaching English.

Yonkers-on-Hudson, World Book Company, 1925.

Written composition is made interesting by class committees, a Good English club, programs, a class paper, booklets on safety-first, thrift, and community needs, and notebooks. Excursions and investigations may be reported in letter form. Personal experiences and community interests form a basis for oral composition. Class critics are appointed.

Inventories of stock taken by each member of the class precede drills on language errors. Story-telling and games make grammar review less monotonous.

composition knowledge.

Oral reading, dramatic presentations, book clubs, and interesting background material keep interest alive in literature. Debate reading is encouraged by personal conferences, motor books, cooperation with the city library, points for summer reading, and personal ownership of books. Supplementary aids to the English class are found in a school paper or annual, debating, prize-winning contests, city and school libraries, pictures, programs, plays, and an honorary English club.

10. Latin Methods of Teaching Latin, 1933.

Yonkers-on-Hudson, World Book Company, 1933.

Written composition is made interesting by class committees, a good

English club, programs, a class paper, contests on safety-first, thrift,

and community needs, and notebook, discussions and investigations may be

reported in letter form. Personal experience and community interests form

a basis for oral composition. Class critics are appointed.

Inventories of stock taken by each member of the class provide

drills on language errors. Story-telling and games make grammar review

less monotonous.

CHAPTER IV.

MOTIVATION PLANS APPEARING IN ARTICLES PUBLISHED IN THE ENGLISH JOURNAL, 1912 - 1930.

17. Martha E. Clay, "Vocational themes".

The English Journal, 1:53-4, January, 1912.

A system of themes used during the four years of high school to prepare students for their vocations in life begins with such topics as: "My Ancestors", "My Church", "My Easiest Studies", to give the teacher an idea of the child's environment and resources. Later topics deal with qualities necessary for success in life, investigation of various occupations, detailed study of chosen vocation, and ideals of service to church, city, and state.

18. Mrs. Henry Hulst, "Oral composition".

The English Journal, 1:55, January, 1912.

By drawing up a list of cautions based on the errors made by speakers in the school and discussing these before the first oral composition is assigned, the common errors in speech may be reduced to a minimum. By keeping essays on file during the semester and by requiring the pupil to make his own corrections, giving rules or discussion, the pupil comes to realize their importance.

CHAPTER IV.

NOTATION PLANS APPEARING IN ARTICLES PUBLISHED IN THE ENGLISH

JOURNAL, 1912 - 1930.

IV. Martin E. Gray, "Vocational Themes".

The English Journal, 1:55-6, January, 1912.

A system of themes used during the four years of high school to prepare students for their vocations in life begins with such topics as: "My Ancestors", "My Church", "My Latest Wishes", to give the teacher an idea of the child's environment and resources. Later topics deal with qualities necessary for success in life, investigation of various occupations, detailed study of chosen vocation, and ideals of service to church, city, and state.

18. Mrs. Henry Hulse, "Vocal Composition".

The English Journal, 1:55, January, 1912.

By drawing up a list of cautions based on the errors made by speakers in the school and discussing these before the first oral composition is assigned, the common errors in speech may be reduced to a minimum. By keeping essays on file during the semester and by republishing the pupil to make his own corrections, giving rules or discussions, the pupil comes to realize their importance.

19. Vincil Carey Coulter, "Vitalizing literature study".

The English Journal, 1:55-6, January, 1912.

The use of a lantern is suggested to give pupils necessary sense-impressions for appreciation of literature. Especially valuable for smaller schools is a plan for cooperating with a school dramatic league to employ a reader to spend a few days at a time at different parts of the year to interpret literary masterpieces.

20. Edwin L. Miller, "A week's work in English".

The English Journal, 1:56-60, March, 1912.

The use of models is advocated to interest pupils in composition.

21. Cyrus Lauron Hooper, "An experiment in co-operation".

The English Journal, 1:173-74, March, 1912.

The instructors in psychology, mathematics, art, and industrial arts assigned theme subjects and directed the gathering of material, while the English instructor took matters of technique as his task; all united in trying to impress pupils with the importance of their personal effort. This plan provided a perfectly natural situation where pupils needed ability to express themselves.

22. Carrie E. Tucker Diacass, "An experiment in library training in the high school".

The English Journal, 1:221-31, April, 1912.

Volunteer students were organized into a class and given library instruction. For class work they reorganized the library and prepared cards

17. Vincent Garry Gaultier, "Vitalizing literature study".

The English Journal, 1:55-5, January, 1912.

The use of a lantern is suggested to give pupils necessary background information for appreciation of literature. Especially valuable for smaller schools is a plan for cooperating with a school dramatic league to employ a reader to spend a few days at a time at different parts of the year to interpret literary masterpieces.

18. Edwin S. Miller, "A week's work in English".

The English Journal, 1:56-60, March, 1912.

The use of novels is advocated to interest pupils in composition.

19. Cyrus Larnum Hooper, "An experiment in co-operation".

The English Journal, 1:173-74, March, 1912.

The instructor in psychology, mathematics, art, and industrial arts assigned these subjects and directed the gathering of material, while the English instructor took matters of technique as his task; all united in trying to interest pupils with the importance of their personal effort. This plan provided a perfectly natural situation where pupils needed ability to express themselves.

20. Cyrus S. Foster Henson, "An experiment in literary training in the high school".

The English Journal, 2:221-22, April, 1912.

Volunteer students were organized into a class and given literary instruction. For class work they reorganized the library and prepared cards

for a new catalogue. This course brought pupils into contact with some of the best literature; it also afforded vocational training and civic usefulness.

23. John M. Clapp, "A new type of interscholastic contest".

The English Journal, 1:237-40, April, 1912.

A triple competition was offered; competition in oral discussion, in oral reading and in letter-writing. It was planned to fit in with the actual work of schools, to recognize solid qualities in the students, and to furnish a really valuable and interesting competition. Medals were awarded to contestants ranking first and second in each event.

24. Alfred M. Hitchcock, "A composition on red ink".

The English Journal, 1:273-75, May, 1912.

Suggestions given to insure good themes are: keep themes in college binders with errors marked; assign sensible subjects; have class plan out compositions cooperatively; decline to correct careless work; post or read aloud a good theme; give personal conferences.

25. Frederick William Edgerton, "A recent experiment with magazine literature".

The English Journal, 1:275-83, May, 1912.

The purpose of this experiment was to arouse the interest of the boys in the reading of the best magazines. One story or article was read per week. Announcements of assignments was made two weeks in advance.

26. J. Milnor Dorey, "An experiment in senior English".

The English Journal, 1:302-3, May, 1912.

for a new catalogue. This course brought pupils into contact with some of the best literature; it also afforded vocational training and civic usefulness.

22. John H. Wagon, "A new type of instructional contact".

The English Journal, 1:237-40, April, 1912.

A triple competition was offered; composition in oral discussion, in oral reading and in letter-writing. It was planned to fit in with the actual work of schools, to recognize solid qualities in the students, and to furnish a really valuable and interesting competition. Results were awarded to contestants ranking first and second in each event.

23. Alfred E. Wickham, "A composition on red ink".

The English Journal, 1:175-76, May, 1912.

Suggestions given to insure good classes are: keep themes in college style with errors marked; assign suitable subjects; have class plan a composition cooperatively; decline to correct careless work; plot or read aloud a good theme; give personal conferences.

24. Frederick William Lister, "A recent experiment with magazine literature".

The English Journal, 1:275-76, May, 1912.

The purpose of this experiment was to arouse the interest of the boys in the reading of the best magazines. One story or article was read per week. Announcements of assignments were made two weeks in advance.

25. J. Milton Jones, "An experiment in senior English".

The English Journal, 1:302-3, May, 1912.

The teachers of senior divisions divided the pupils into committees of either three or four pupils, labelling them: Department of Politics, Business, Science, Literature, Education, Fiction, Social Life, Nature, Civics and Comment. Members of each department conferred to choose the best topic covering the events of month. Themes - written, corrected, read, and discussed in class - were assembled into one work, "The Fort-nightly Review". Original articles, abstracts of current events, book reviews, criticisms, and literary pieces were allowed.

27. H. K. Munroe, "Some experiences with oral composition".

The English Journal, 1:359-63, June, 1912.

Some experiences with oral composition involved the use of a system of student critics on students' work; conversation among a small group of pupils on a prescribed topic; informal dramatic renderings of passages occurring in the required readings of Ivanhoe, David Copperfield, Silas Marner and The Odyssey.

28. Jacob C. Tressler, "The efficiency of student correction of compositions".

The English Journal, 1:405-11, September, 1912.

Credit is given for making corrections and improvements in compositions during a regular correction period. Pupils mark errors in exchanged papers by symbols. Conferences with capable student critics are an incentive to effort.

29. Thatcher H. Guild, "Going forth to the Philistines".

The English Journal, 1:412-18, September, 1912.

The teachers of senior divisions divided the pupils into committees

of either three or four pupils, tabulating them: Department of Politics,
Business, Science, Literature, Education, History, Social Life, Nature,
Civics and Government. Members of each department conferred to choose the
best topic covering the events of month. Themes - written, corrected, read,
and discussed in class - were assembled into one work, "The Fortnightly
Review". Original articles, abstracts of current events, book reviews,
criticisms, and literary pieces were allowed.

17. W. K. Hunter, "Some experiences with oral composition".

The English Journal, 1:222-23, June, 1912.

Some experiences with oral composition involved the use of a system

of student criticism on students' work; conversation among a small group of
pupils on a prescribed topic; informal dramatic recitations of passages
occurring in the required readings of Language, Living Language, Elgar

Reader and the Library.

18. Jacob C. Trevelyan, "The efficiency of student correction of compositions".

The English Journal, 2:408-11, September, 1912.

Credit is given for making corrections and improvements in compositions
during a regular correction period. Pupils mark errors in exchanged
papers by symbols. Conferences with capable student critics are an incentive
to effort.

19. Theodore H. Smith, "Going forth to the wilderness".

The English Journal, 1:212-16, September, 1912.

An eye for the vulnerable spot - a discovery of the vital interests of a man - is fundamental in teaching English composition. Four particularly vulnerable spots in our average Philistine follow: (1) There are certain things which he likes to read - ie. current magazines; (2) There are certain things which he writes - whether he likes it or not. ie. letters, reports and papers for other classes. (3) There are certain other things which he would like to be able to write - whether he admits it or not. - Maybe nothing more than real estate material. (4) In certain lines he has ideas or information enough for a good deal of useful and interesting writing. ie. methods of a certain athletic director or old-fashioned customs of the district.

30. Allan Abbott, "To beginners in English teaching".

The English Journal, 1:419-24, September, 1912.

In teaching literature as a living force, modern writers must be included. English teachers must also add to their resources the theater, the newspaper, the magazine.

31. J. Milnor Dorey, "A school course in dramatics".

The English Journal, 1:425-30, September, 1912.

Classes get the most value from such classics as The Lady of the Lake, Ivanhoe, Silas Marner, etc., if certain recitations are given over to dramatized forms. This dramatization can be done by the teacher or as English composition. An entire review of the classic may be made. Later in the year a complete performance may be given.

an eye for the valuable spot - a discovery of the vital interests of a man - is fundamental in teaching English composition. Four particularly valuable spots in our average Philistine follow: (1) There are certain things which he likes to read - in current magazines; (2) There are certain things which he writes - whether he likes it or not. In letters, reports and papers for other classes. (3) There are certain other things which he would like to be able to write - whether he admits it or not. - Say the things which he really esteems essential. (4) In certain lines he has been or is forming an expert for a good deal of useful and interesting writing. In addition to a certain artistic direction or old-fashioned wisdom of the student.

50. Allan Abbott, "To begin with in English teaching".
The English Journal, 1:112-24, September, 1912.
 In teaching literature as a living force, modern writers must be included. English teachers must also lead to their responses the theater, the newspaper, the magazine.

51. J. Milner Jones, "A school course in dramatics".
The English Journal, 1:122-30, September, 1912.
 Classes get the most value from such exercises as the imitation of the late language, Ellen Garrison, etc., if certain conditions are given over to dramatized forms. This dramatization can be done by the teacher or an English composition. An entire review of the classic may be made. Later in the year a complete performance may be given.

32. Lewis H. Moulton, "Going into the silence".

The English Journal, 1:440-441, September, 1912.

When studying a particularly difficult classic - "L'Allegro" or "Il Penseroso" - and coming upon a hard passage, the teacher says: "Come, let us work together upon this. Let everybody 'go into the silence'. Here is a forest; we must cut it down, tree by tree. Or, changing the figure, who is to be the investigator, the discoverer who will shed light on these confusing problems?"

33. Jesse B. Davis, "Vocational and moral guidance through English composition".

The English Journal, 1:457-65, October, 1912.

By connecting English composition with the broader purpose of vocational guidance, theme-writing may be given a practical motive.

34. Maude M. Frank, "Dramatization of school classics".

The English Journal, 1:476-81, October, 1912.

The judicious use of simple dramatic work makes the literature belong to the pupils in a very real way - it affords an opportunity for self-expression and adds much in interest. Ivanhoe and The Odyssey may use dramatization to good effect.

35. Frederick Wm. Edgerton, "Experience day".

The English Journal, 1:493-96, October, 1912.

"Experience Day" for second and third year high is devoted to telling orally of personal experiences. A pupil chairman is appointed and critics for each pupil. Occasionally an experience is divided into chapters.

32. Jessie H. Keston, "Going into the silence".

The English Journal, 1:440-441, September, 1912.

When studying a particularly difficult classic - "Ulysses" or "The Persians" - and coming upon a hard passage, the teacher says: "Come, let us work together upon this. Let everybody 'go into the silence'. Here is a forest; we must cut it down, tree by tree. Or, changing the figure, who is to be the investigator, the discoverer, who will shed light on these confusing problems?"

33. Jessie H. Keston, "Vocational and moral guidance through English composition".

The English Journal, 1:437-438, October, 1912.

By connecting English composition with the broader purpose of vocational guidance, theme-writing may be given a practical motive.

34. Emma W. Frank, "Dramatization of school classics".

The English Journal, 1:478-481, October, 1912.

The judicious use of simple dramatic work makes the literature before the pupils in a very real way - it affords an opportunity for self-expression and a new method of interest. Language and The Odyssey may use dramatization to good effect.

35. Frederick M. Emerson, "Experience day".

The English Journal, 1:493-98, October, 1912.

"Experience Day" for second and third year class is devoted to telling orally of personal experiences. A pupil chairman is appointed and entries for each pupil. Occasionally an experience is divided into chapters.

36. Horace A. Hollister, "Oral composition in the secondary school as a basis for effective training in written composition".

The English Journal, 1:497-501, October, 1912.

The author of this article gives as an illustration the method of teaching composition at Tuskegee Institute. All composition work is directly related to the industrial work in which the pupils are engaged.

37. Alice Jouveau Du Breuil, "Written composition in the high school".

The English Journal, 1:537-46, November, 1912.

A class spelling book, passed down the aisle every time papers were returned, formed a basis for regular lessons.

Three cooperative exercises were tried by the writer. First, an Arbor Day essay was assigned to the class. The best parts of all the essays were written into one essay by one girl, another unified the material and another polished it. A serial story was written by class, with the best chapters chosen as written. A class-day play was written by individual students, revised, compiled, and polished until ready for presentation.

38. Doris Thorn-Wright, "Oral reading in its relation to the study of literature".

The English Journal, 1:557-61, November, 1912.

Every pupil should have a chance to read aloud from the classic being studied, as it stimulates a real interest.

39. Mary Ethel Courtenay, "An attempt to make oral composition effective".

The English Journal, 1:562-5, November, 1912.

36. Horace A. Holmstrom, "Oral composition in the secondary school as a

basis for effective training in written composition."

The English Journal, 1:487-501, October, 1912.

The author of this article gives as an illustration the method of

teaching composition at Tuskegee Institute. All composition work is directly

related to the industrial work in which the pupils are engaged.

37. Alice Townson Dr. Brant, "Written composition in the high school."

The English Journal, 1:587-591, November, 1912.

A class spelling book, passed down the aisle every time papers were

returned, formed a basis for regular lessons.

Three cooperative committees were tried by the writer. First, an

Arabic Day essay was assigned to the class. The best parts of all the essays

were written into one essay by one girl, another unified the material and

another polished it. A serial story was written by class, with the best

chapters chosen as written. A class-day play was written by individual

students, revised, corrected, and polished until ready for presentation.

38. Doris Thorne-Wright, "Oral reading in its relation to the study of

literature."

The English Journal, 1:557-561, November, 1912.

Every pupil should have a chance to read aloud from the classic being

studied, as it stimulates a real interest.

39. Mary Ethel Goussens, "An attempt to make oral composition effective."

The English Journal, 1:592-5, November, 1912.

A situation arising out of the student's own experience is an invaluable exercise for oral composition. Vocational courses suggest canvassing, demonstrating, interviewing, and selling; science laboratories call for exposition; student activities and meetings require announcing and presiding; special occasions of contests and entertainments provide competition and exhibition.

40. B. E. Fleagle, "Oral English in the high school".

The English Journal, 1:611-18, December, 1912.

Oral English is most effective when correlated with the work in written composition and literature. Oral discussion contests are stimulating.

41. Sarah E. Simons, "Devices for vitalizing composition work".

The English Journal, 1:628-37, December, 1912.

Imitation and dramatization have proved valuable in high school English classes in composition.

42. Eva A. Rumbley, "A use for the 'Just-So Stories'".

The English Journal, 1:642-44, December, 1912.

The "Just-So Stories" by Kipling make interesting models for a course in composition.

43. L. W. Crawford, Jr., "Paragraphs as trains".

The English Journal, 1:644, December, 1912.

To explain paragraph structure the following comparison is used: as trains have engines, so a paragraph must have a topic sentence; cars may be compared to sentences, links to connections, track to line of thoughts

A situation arising out of the student's own experience is an in-

valuable exercise for oral composition. Vocational courses suggest dramatizing,

demonstrating, interviewing, and selling; science laboratories call for

exposition; student activities and meetings require announcing and presiding;

special occasions of contests and entertainment provide competition and

exhibition.

40. R. E. Wiegman, "Oral English in the high school".

The English Journal, 1:411-15, December, 1912.

Oral English is most effective when correlated with the work in

written composition and literature. Oral discussion contests are stimulating.

41. Sarah E. Givens, "Devices for vivifying composition work".

The English Journal, 1:528-37, December, 1912.

Imitation and dramatization have proved valuable in high school

English classes in composition.

42. Eva L. Humphrey, "A use for the 'Just-So Stories'".

The English Journal, 1:542-44, December, 1912.

The "Just-So Stories" by Kipling make interesting material for a course

in composition.

43. J. W. Crawford, Jr., "Paragraphs as trains".

The English Journal, 1:644, December, 1912.

To explain paragraph structure the following comparison is used: as

trains have engines, so a paragraph must have a topic sentence; cars may be

coupled to sentences, linked to sentences, linked to lines of thought

and ideas.

44. Lita Battey, "Composition that seemed worth while".

The English Journal, 1:644-46, December, 1912.

A powerful stimulus to the composition work of the class was the publication of a sketch, written by one of the class members, in The Outlook.

45. James H. Harris, "An inquiry into the compositional interests of pupils in the seventh and eighth grades".

The English Journal, 2:34-43, January, 1913.

An inquiry was made to determine the dominating lines of interest of the child with reference to material for composition. Biography, history, manual training, and cooking were the preferred sources of composition topics.

46. Allan Abbott, "A high school course in drama".

The English Journal, 2:93-8, February, 1913.

One important objective in offering this course in drama was to approach Shakespeare and other classic playwrights through the most vital thing in the life of many young people today - the stage.

47. Charles Robert Gaston, "Discovering human interests".

The English Journal, 2:122-4, February, 1913.

The pupils of this class were asked to select subjects for oral composition in which they themselves felt a decided interest.

and ideas.

46. John H. Foster, "Composition that seemed worth while".

The English Journal, 1:44-46, December, 1912.

A possible stimulus to the composition work of the class was the

publication of a sketch, written by one of the class members, in The

Outlook.

47. James H. Foster, "An inquiry into the compositional interests of pupils

in the seventh and eighth grades".

The English Journal, 2:34-35, January, 1913.

An inquiry was made to determine the dominating lines of interest of

the pupils with reference to material for composition. Biography, history,

current training, and cooking were the preferred sources of composition topics.

48. Allan Abbott, "A high school course in drama".

The English Journal, 2:58-6, February, 1913.

One important objective in offering this course in drama was to

approach Shakespeare and other classic playwrights through the most vital

thing in the life of many young people today - the stage.

49. Charles Robert Gaston, "Discovering human interests".

The English Journal, 2:123-4, February, 1915.

The pupils of this class were asked to select subjects for oral

composition in which they themselves felt a decided interest.

48. Horace A. Eaton, "Reading poetry aloud".

The English Journal, 2:149-57, March, 1913.

The writer of this article emphasizes the importance of reading literature well aloud.

49. Walter Barnes, "The reign of red ink".

The English Journal, 2:158-65, March, 1913.

Among other suggestions that are given for theme-correcting, the following are listed: praise more than you censure; keep assignments within grasp of pupil; occasionally let pupils correct each other's themes.

50. Bessie M. Camburn, "A high school course in public speaking".

The English Journal, 2:166-78, March, 1913.

The sustained and continuous effort required for a regular course in public speaking has more vitality and interest than a Friday public - speaking day. The course may arouse interest through talks on current questions and problems, a banquet with after-dinner speeches, program for visitors, and study of parliamentary procedure.

51. Report, "English equipment".

The English Journal, 2:178-84, March, 1913.

English equipment necessary for maintaining pupil interest should include: a good library, reference books, an attractive room, a lantern and reflectoscope, and a mimeograph.

52. Charlotte B. Herr, "Cooperation in the teaching of English composition".

The English Journal, 2:185-87, March, 1913.

48. Horace A. Eaton, "Reading poetry aloud".

The English Journal, 2:142-47, March, 1915.

The writer of this article emphasizes the importance of reading

literature well aloud.

49. Walter Barnes, "The reign of red ink".

The English Journal, 2:153-55, March, 1915.

Among other suggestions that are given for theme-correcting, the

following are listed: praise more than you censure; keep assignments

within grasp of pupils; occasionally let pupils correct each other's themes.

50. Beale W. Gardner, "A high school course in public speaking".

The English Journal, 2:166-73, March, 1915.

The sustained and continuous effort required for a regular course

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speaking day. The course may arouse interest through talks on current

questions and problems, a banquet with after-dinner speeches, program for

visitors, and study of parliamentary procedure.

51. Report, "English equipment".

The English Journal, 2:173-84, March, 1915.

English equipment necessary for maintaining pupil interest should

include: a good library, reference books, an attractive room, a lantern

and radio-gramophone, and a mimeograph.

52. Charlotte B. Hart, "Cooperation in the teaching of English composition".

The English Journal, 2:183-87, March, 1915.

A plan for cooperating with the other departments of the school is suggested. Every teacher marks the pupils on certain items of oral and written composition. These grades, when averaged, count twenty-five percent of the composition grade given by the English department at the close of the semester.

53. Leverett S. Lyon, "A worthwhile oral contest".

The English Journal, 2:247-49, April, 1913.

A contest in oral reading is carried on with Freshmen and Sophomores. It is anticipated by a series of preliminaries and semi-finals. A simple high school classic is used which all - or none - have studied.

54. Isabel McKinney, "Motives for composition work in the upper elementary grades".

The English Journal, 2:299-304, May, 1913.

Composition work should hold an important place in the time schedule. The need for correct and forcible expression in other subjects should prove a powerful motive. Proper kind of criticism - praise as well as blame - is necessary. Criticism by fellow-pupils is often stimulating. Grades serve as a last resort.

55. Marion C. Lyons, "My Experience with Business English".

The English Journal, 2:312-17, May, 1913.

The writing of business letters is used as a unit of composition work. The pupils examine them from the viewpoint of both buyer and seller. Practical oral work consists of impersonations of agents with sales-talks, applying for positions, attempts to borrow money in order to run a small

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53. Laverett R. Lyon, "A worthwhile oral contest".

The English Journal, 2:247-48, April, 1913.

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It is anticipated by a series of preliminaries and semi-finals. A single

high school classic is read which all - or none - have studied.

54. Labeled Holmway, "Motives for composition work in the upper elementary

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The English Journal, 2:299-304, May, 1913.

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necessary. Criticism by fellow-pupils is often stimulating. Grades serve

as a last resort.

55. Marion C. Lyons, "My experience with business English".

The English Journal, 2:251-54, May, 1913.

The writing of business letters is used as a unit of composition

work. The pupils examine these from the viewpoint of both buyer and seller.

Practical oral work consists of impersonations of agents with sales-facts,

applying for positions, attempts to borrow money in order to run a small

business.

An interesting experiment in oral English was tried, having each pupil plan what he would do to earn a living if suddenly thrown on his own resources, how he would budget his money, etc.

56. Sarah E. Simons, "American literature and the modern magazine in the high school course".

The English Journal, 2:357-61, June, 1913.

The use of the modern magazine as an adjunct to a course in American literature is recommended because of the pupils' interest in living authors.

57. Charles B. Goddard, "The most valuable phase of my high-school training in English: a symposium".

The English Journal, 2:380-86, June, 1913.

High school graduates testify as to the value of effective training in composition, outlining and dramatic presentation of scenes and whole plays on the school stage.

58. Adah G. Grandy, "Some work in debates".

The English Journal, 2:389-90, June, 1913.

A class room is dressed up to resemble a clubroom with a table for the chairman and long tables for the debaters.

59. May McKittrick, "The adaptation of the work in English to the actual needs and interests of the pupils".

The English Journal, 2:405-16, September, 1913.

Subjects for themes in the classes of this teacher are based, not on

Subjects for themes in the classes of this teacher are based, not on

The English Journal, 2:402-12, September, 1913.

needs and interests of the pupils."

10. Ray McWhorter, "The adaptation of the work in English to the school

chairs and long tables for the debaters.

A class room is dressed up to resemble a courtroom with a table for the

The English Journal, 2:322-30, June, 1913.

11. Adam G. Bradley, "Some work in debate."

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High school graduates testify as to the value of effective training

The English Journal, 2:380-82, June, 1913.

in English: a synopsis."

12. Charles B. Goddard, "The most valuable phase of my high-school training

literature is recommended because of the pupils' interest in living authors.

The use of the modern magazine as an adjunct to a course in American

The English Journal, 2:527-31, June, 1913.

High school course."

13. Sarah E. Elmore, "American literature and the modern magazine in the

own resources, how he would budget his money, etc.

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An interesting experiment in oral English was tried, having each

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literature, but on the immediate. Practically all work in exposition is based on shop work. Commencement exercises were introduced by two girls cooking a supper for unexpected guests, explaining all the time what they were doing and why. Other commencement projects were worked out in house decorations, millinery, cooking, and technical work.

Other incentives to composition are: the school paper, an annual of short stories, and the writing of autobiographies, suggested by the study of Benjamin Franklin's life.

60. Allan Abbott, "A high school course in periodical literature".
The English Journal, 2:422-26, September, 1913.

This course in Periodical Literature was planned to motivate the study of the essay. The attempt was made to parallel each classic read with its modern counterpart. The course began with the newspaper, followed by the monthly magazine. Each student undertook the preparation of an article of his own based on thorough library work.

61. Charles A. Dawson, "Two experiments in experience".
The English Journal, 2:437-44, September, 1913.

One experiment uses the pupil's work in other classes as a part of his experience. The pupil is required to keep a list of topics taken from his work in history, science, etc., and to be always ready with two or more topics for composition. The writing is done in class; two or three minutes are allowed for oral composition.

The second experiment was designed to treat the pupil's general knowledge or his original interests as a part of his experience. Special

literature, but on the immediate. Practically all work in exposition is based on shop work. Ornamentation was introduced by two girls cooking a supper for unexpected guests, explaining all the time that they were doing and why. Other ornamentation projects were worked out in house decorations, millinery, cooking, and technical work.

Other incentives to composition were: the school paper, an annual of short stories, and the writing of autobiographies, suggested by the study of Benjamin Franklin's life.

60. Allen Abbott, "A high school course in Periodical Literature".

The English Journal, 2:122-23, September, 1912.

This course in Periodical Literature was planned to motivate the study of the essay. The attempt was made to provide each of the pupils with the modern newspaper. The course began with the newspaper, followed by the monthly magazine. Each student undertook the preparation of an article of his own based on thorough library work.

61. Charles A. Dawson, "Two experiments in experience".

The English Journal, 2:127-28, September, 1912.

One experiment was the pupil's work in their classes as a part of his experience. The pupil is required to keep a list of topics taken from his work in history, science, etc., and to be always ready with two or more topics for composition. The writing is done in class; two or three minutes are allowed for each composition.

The second experiment was designed to treat the pupil's general knowledge or his original interests as a part of his experience. Special

reading done outside of class was related to topics chosen by the pupils for composition.

62. Helen Ferro, "A suggestion for the inducing of a reading habit in high-school pupils".

The English Journal, 2:451-52, September, 1913.

If it is not possible to change the English course to include more appealing classics and modern literature, individual recommendation usually succeeds with pupils.

63. Samuel Chandler Earle, "The organization of instruction in English composition".

The English Journal, 2:477-87, October, 1913.

Composition material should be based on the pupils' special interests. There are possibilities of competition between schools, original work in connection with school dramatics, and, most common of all, the school paper. Individual conferences are highly valuable for arousing interest.

64. Jessie Orr White, "English work in a private school".

The English Journal, 2:505-12, October, 1913.

Several opportunities are offered for special training in oral compositions: (1) a current events class; (2) a parliamentary law class; (3) a criticism class - discussion of six books; (4) reports of weekly talks and lectures; (5) a dramatic club.

65. Cora Dolbee, "A practical experiment in Journalism".

The English Journal, 2:518-20, October, 1913.

reading done outside of class was related to topics chosen by the pupils for composition.

52. Helen Fetter, "A suggestion for the inclusion of a reading habit in high-school pupils".

The English Journal, 2:431-32, September, 1913.

If it is not possible to change the English course to include more appealing classics and modern literature, individual recommendation usually succeeds with pupils.

53. Samuel Olanier Earle, "The organization of instruction in English composition".

The English Journal, 2:477-87, October, 1913.

Composition material should be based on the pupils' special interests. There are possibilities of competition between schools, original work in connection with school dramatics, and, most common of all, the school paper. Individual conferences are highly valuable for arousing interest.

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Several opportunities are offered for special training in oral compositions: (1) a current events class; (2) a parliamentary law class; (3) a criticism class - discussion of six books; (4) reports of weekly talks and lectures; (5) a dramatic club.

55. Gora Dolbow, "A practical experiment in Journalism".

The English Journal, 2:518-20, October, 1913.

An experiment in newspaper work is carried on in a senior English class. A study is made of various phases of newspaper writing, using different newspapers as texts. Columns of personals run in the local paper two or three times a week, as well as real news stories, offer an incentive to writing.

66. Alice T. Bidwell, "A course in letter writing".

The English Journal, 2:562-66, November, 1913.

The names of the class may be put in a box and each pupil asked to draw one. Correspondence with pupils of other schools and the writing of letters to the teacher lend interest. A modern collection of letters based upon the old-fashioned Compendium of Polite Correspondence or Complete Letter-Writer is a good plan for motivation. The best ones may be published in the school paper or typed and bound together for inspection in the English room.

67. Walter R. Bridgman, "A competition in letter-writing".

The English Journal, 2:647-57, December, 1913.

Letter-writing is one of the items in a triple inter-scholastic contest in expression. One member of each of twenty competing teams is given material and one hour of time is allowed for composing the competing letter on one of a list of assigned subjects for a business letter.

68. Robert W. Neal, "Making the Devil useful".

The English Journal, 2:658-60, December, 1913.

The use of a good moving-picture story as material for study and explanation of a plot affords convincing motivation. It is also valuable

An experiment in newspaper work is carried on in a tenth English

class. A study is made of various phases of newspaper writing, using
different newspapers as texts. Columns of paragraphs run in the local
paper two or three times a week, as well as real news stories, often an
incentive to writing.

Dr. Alice T. Bissell, "A course in letter writing".

The English Journal, 2:152-55, November, 1913.

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draw one. Correspondence with pupils at other schools and the writing of
letters to the teacher form interest. A modern collection of letters based
upon the old-fashioned correspondence of English country houses is desirable.
Letter-writing is a good plan for motivation. The best ones may be pub-
lished in the school paper or typed and bound together for inspection in
the English room.

Dr. Alice T. Bissell, "A competition in letter-writing".

The English Journal, 2:154-57, December, 1913.

Letter-writing is one of the items in a triple letter-writing
contest in expression. One member of each of twenty competing teams is
given material and one hour of time is allowed for composing the competing
letter on one of a list of assigned subjects for a business letter.

Dr. Robert W. Wood, "Making the Devil useful".

The English Journal, 2:152-55, December, 1913.

The use of a good moving-picture story as material for study and
explanation of a plot affords convincing motivation. It is also valuable

in the study of motivating incidents in story writing, the construction of scenarios, and the study of dialogue.

69. A. E. Minard, "A plea for local literature",

The English Journal, 2:661-2, December, 1913.

The stressing of literature written within own state with a state setting gives reality to content.

70. Percival Chubb, "The blight of literary bookishness".

The English Journal, 3:15-17, January, 1914.

The author suggests: (1) much memorizing by teacher and pupil; (2) more reading aloud; (3) repetition and recall of the greater things in assemblies - by song, recital, and dramatization; (4) responsive and choral reading; (5) lyric poetry taught through music (6) festivals of varied artistry.

71. Emma J. Breck, "Possibilities of oral English in high schools".

The English Journal, 3:28-37, January, 1914.

Oral English may be enriched by reading aloud, dramatics, pantomimes, impersonations, and interpretation of memorized selections.

72. Rowena Keith Keyes, "How we use our school library".

The English Journal, 3:86:93, February, 1914.

The library may be useful in supplying illustrated editions and reference books. For example, when reading the Odyssey group the class about a table on which are displayed a reproduction of Burne-Jones's Circe, Maxfield Parrish's illustrations of The Wonder Book, Church's Odyssey for

in the study of motivating incidents in story writing, the construction of
characters, and the study of dialogue.

66. A. E. Bland, "A plan for local literature",

The English Journal, 3:363-3, December, 1913.

The stressing of literature written within own state with a state

setting gives reality to content.

W. Percival Choate, "The Right of literary localness",

The English Journal, 3:11-17, January, 1914.

The author suggests: (1) much recommending by teacher and pupil;

(2) more reading aloud; (3) repetition and recall of the greater things

in American - by song, recital, and dramatization; (4) responsive and

choral reading; (5) little poetry taught through music; (6) festivals of

various activities.

W. Evans S. Reed, "Possibilities of oral English in high schools",

The English Journal, 3:33-37, January, 1914.

Oral English may be enriched by reading aloud, dramatization, pantomime,

interpretation, and interpretation of dramatized selections.

W. Rowan Keith Hayes, "How we use our school library",

The English Journal, 3:38-42, February, 1914.

The library may be useful in supplying illustrated editions and

reference books. For example, when reading the *Odyssey* from the class

about a table on which are displayed a reproduction of Burns-Jones's *Ulysses*.

Illustrated editions of the *Odyssey* and *Ulysses* for

Boys and Girls With Colored Illustrations, copies of the original Greek and books of mythology. An English bulletin board in the library is a means of organizing illustrative material. Books on art may be exhibited to arouse interest in an art club, or science books for a biology club.

73. Alvah T. Otis, "The appreciation and management of high school debate". The English Journal, 3:94-98, February, 1914.

A claim for debating to enliven English and other subjects is made in this article.

74. Mrs. L. M. Russell, "Some experiments in oral English in the high school".

The English Journal, 3:176-80, March, 1914.

The use of the reflectoscope by the English teacher added so much to class interest that a plan was formulated to have the pupils themselves give talks illustrated by the reflectoscope.

75. Elizabeth Hodgson, "Orientation in English composition".

The English Journal, 3:233-37, April, 1914.

The most interesting themes are copied in improved form into loose-leaf notebooks. These "books" can be adorned with cover designs and marginal illustrations drawn or clipped from magazines, and placed in the school library. Arrangements may be made with the editor of the local paper to have a column or two open to student contributions.

Preparation for theme-writing is made by chatting about characters and a situation with a class which then compares the various points of view

from which the incident might be told.

76. Sherwin Cody, "The ideal course in English for vocational students".
The English Journal, 3:263-81, May, 1914.

All work in composition consists of letter-writing; the circular letter, or prospectus, and every-day letters on exact business material. Actual correspondence is carried on with some business concern which is within the reach of all members of the class.

77. Calvin L. Lewis, "The neglected side of English".
The English Journal, 3:282-89, May, 1914.

Oral English may be motivated by reading by the teacher, reciting of memorized selections, public rhetorical, a school play, and contests in declamation, debate, oratory, etc., under proper restrictions.

78. Roland P. Gray, "Correlation of English with other subjects".
The English Journal, 3:299-302, May, 1914.

Pupils should be allowed to use subjects from other classes as material for themes: language translation, physics demonstration, and discussion of history. Educational, vocational, and moral problems are of vital interest to the pupil.

79. A. R. Brubaker, "Cooperation to secure good speech and writing".
The English Journal, 3:331-44, June, 1914.

A written lesson in any of the subjects of the high school course may take the place of regular themes. Many science recitations will serve as exercises in description; history offers example of characterization and

from which the incident might be told.

70. Carolyn Eddy, "The Ideal course in English for vocational students."

The English Journal, 3:285-81, May, 1914.

All work in composition consists of letter-writing; the student
letter on hypothesis, and every-day letters on exact business material.
School correspondence is carried on with some business concerns which is
within the reach of all members of the class.

71. Calvin L. Lewis, "The suggested side of English."

The English Journal, 3:222-25, May, 1914.

Oral English may be motivated by reading by the teacher, reciting
of memorized selections, public recitations, a school play, and contests
in declamation, debate, oratory, etc., under proper restrictions.
72. Robert F. Gray, "Correlation of English with other subjects."

The English Journal, 3:282-302, May, 1914.

English should be allowed to use subjects from other classes as
material for themes: language translation, physics demonstration, and
discussion of history. Educational, vocational, and social problems are of
vital interest to the pupil.

73. F. E. Brubaker, "Cooperation to secure good speech and writing."

The English Journal, 3:251-54, June, 1914.

A written lesson in any of the subjects of the high school course
may take the place of regular themes. Many student recitations will serve
as exercises in description; history offers examples of characterization and

narration. Mechanics will serve as practice in exposition. Geometry is the standard example of deductive reasoning. History also affords drill in various forms of argument.

80. E. E. Chiles, "Oral composition a basis for written".

The English Journal, 3:354-61, June, 1914.

To eliminate grammatical errors, pages are reserved in notebooks for errors made in speeches. Records are kept for comparison of one year's mistakes with those of the year following. A "testimony assignment" requires each pupil to tell of his mistakes and his progress.

81. Sherwin Cody, "The ideal course in English for vocational students".

The English Journal, 3:371-80, June, 1914.

An ideal course in English for vocational students consists of sales correspondence, retail salesmanship, retail advertising, and printing taught by a business expert under the supervision of a liberal-minded head teacher.

82. Augusta I. Kitty, "Ballad writing in the high school".

The English Journal, 3:382, June, 1914.

After the study of "The Rime of the Ancient Mariner", the class writes a ballad based on a Bible story, with definite passages assigned.

83. E. H. Kemper McComb, "Social motives for composition".

The English Journal, 3:408-15, September, 1914.

Several letter-writing projects were carried on by this teacher. A class giving a program invited another class to attend; each member wrote a personal invitation to a member of the other class. Notes of appreciation

revision. Mechanics will serve as practice in exposition. Geometry is the standard example of deductive reasoning. History also affords drill in various forms of argument.

80. E. W. Collier, "Oral composition a basis for writing".

The English Journal, 3:354-61, June, 1914.

To eliminate grammatical errors, pages are reserved in notebooks for errors made in speeches. Teachers are kept for comparison of the year's mistakes with those of the year following. A "testimony assignment" requires each pupil to tell of his mistakes and his progress.

81. Sherwin Cody, "The ideal course in English for vocational students".

The English Journal, 3:371-80, June, 1914.

An ideal course in English for vocational students consists of sales correspondence, retail salesmanship, retail advertising, and printing taught by a business expert under the supervision of a liberal-minded head teacher.

82. Augusta I. Kirby, "Bible writing in the high school".

The English Journal, 3:332, June, 1914.

After the study of "The Hiss of the Ancient Egyptian", the class writes a paper based on a Bible story, with definite passages assigned.

83. E. H. Kemper McCook, "Social activities for composition".

The English Journal, 3:408-13, September, 1914.

Several letter-writing projects were carried on by this teacher. A class giving a program invited another class to attend; each member wrote a personal invitation to a member of the other class. Notes of appreciation

were written to James Whitcomb Riley on his birthday and enclosed in a portfolio made by the art department. In the business-correspondence class "Letters that Pull" were written to alumni for subscriptions to school paper.

Oral reports and numerous letters were required in order to arrange a program to explain to lower-grade pupils the senior class gift of a Parthenon frieze. Other oral projects described were: a program for Fire Prevention Week; the study of a large pharmaceutical manufactory for the vocational guidance work of the school; advance reports by selected members of the English classes upon a special art exhibit to which the entire school was invited; the telling of stories to pupils of other classes; presentation of Longfellow's Masque of Pandora by two classes to each other, one with costumes, one without; and a general school problem, "A Pageant of Chivalry", using Tennyson and Scott for background material.

84. Harry G. Paul, "On handling supplementary reading".

The English Journal, 3:427-36, September, 1914.

Book reports furnish an excellent basis for oral composition. Individual conferences are valuable in stimulating interest in outside reading. Pupils should be encouraged to memorize particularly fine passages.

85. Ada Palm, "The teaching of The Sketch Book".

The English Journal, 3:437-40, September, 1914.

Much reading aloud in class or at home is of value to pupils.

were written to James Whitcomb Riley on his birthday and enclosed in a portfolio made by the art department. In the business-correspondence class "Letters that Fail" were written to demand for subscriptions to school paper.

Oral reports and numerous letters were required in order to arrange a program to explain to lower-grade pupils the senior class gift of a Permanent Frame. Other oral projects described were: a program for Fire Prevention Week; the study of a large pharmaceutical manufacturer for the vocational guidance work of the school; advance reports by selected members of the English classes upon a special art exhibit to which the entire school was invited; the telling of stories to pupils of other classes; presentation of Longfellow's Legend of Fanny by two classes to each other, one with costumes, one without; and a general school problem, "A Legend of Chivalry", using Ferguson and Scott for background material.

54. Henry G. Paul, "On handling supplementary reading".

The English Journal, 3:457-58, September, 1914.

Book reports furnish an excellent basis for oral composition. Individual conferences are valuable in stimulating interest in outside reading. Pupils should be encouraged to examine particularly fine passages.

55. Ann Peck, "The teaching of The Scarlet Book".

The English Journal, 3:457-60, September, 1914.

When reading aloud in class or at home is of value to pupils.

86. Willard M. Smith, "Intra-section in English composition".

The English Journal, 3:44-2, September, 1914.

The scheme which follows was tried out with freshmen. A composition was assigned to the class, which was marked for manuscript essentials, spelling, punctuation, and errors in English and thought. The class was then divided according to marks into Sections A, B, and C. For Section A pupils no theme was required for the month, for B. pupils, a theme every other week. Section A pupils gave oral reports, prepared reports or debates during class time and were used as assistant teachers to help the weaker pupils. Personal pride was appealed to as a motive for better composition.

87. Lelia Bascom, "Working back to Chaucer".

The English Journal, 3:443-4, September, 1914.

A senior English class began the work with the study of short stories of current magazines. Transition to classic short stories followed, continuing through a survey of English literature.

88. Frank R. Platt, "An interclass letter-writing contest".

The English Journal, 3:516-18, October, 1914.

A contest was conducted among high school pupils. Every pupil was required to prepare a booklet of letters, including a business letter, familiar letter, informal note, and formal invitation. Parents acted as judge to choose the winning booklet.

89. Gertrude E. Johnson, "Literature and vocal expression".

66. William F. Smith, "Inter-section in English composition".

The English Journal, 3:44-5, September, 1914.

The scheme which follows was tried out with freshmen. A composition

was assigned to the class, which was marked for comparative essentials,

spelling, punctuation, and errors in English and thought. The class was

then divided according to marks into Sections A, B, and C. For Section A,

pupils no theme was required for the month, for B, pupils, a theme every

other week. Section C pupils gave oral reports, prepared reports or

debated during class time and were used as assistant teachers to help the

teacher pupils. Personal points was assigned to as a motive for better

composition.

67. Edith B. Brown, "Working back to German".

The English Journal, 3:44-5, September, 1914.

A senior English class began the work with the study of short stories

of current magazines. Transition to classic short stories followed.

continuing through a survey of English literature.

68. Frank B. Pratt, "An interesting letter-writing contest".

The English Journal, 3:513-15, October, 1914.

A contest was conducted among high school pupils. Every pupil was

required to prepare a booklet of letters, including a business letter,

familiar letter, informal note, and formal invitation. Parents acted as

judge to choose the winning booklets.

69. Gertrude L. Johnson, "Literature and vocal expression".

The English Journal, 3:533-37, November, 1914.

The importance of vocal expression in teaching and interpreting literature is emphasized.

90. Clem Irwin Orr, "A revolt and its consequences".

The English Journal, 3:546-52, November, 1914.

Instead of marking every error in a composition, the scheme is devised of listing errors in a footnote, the pupil being obliged to find the error himself.

91. "Vocational guidance work in the Grand Rapids Central High School".

The English Journal, 3:575-79, November, 1914.

All the exercises upon this work are for oral or written composition, covering in the seventh and eighth grades such subjects as occupations, simple biography and the value of an education. In high school the study is more elaborate, including research on definite vocations, details of preparation, kinds of schools, ethics of vocations, study of public institutions.

92. Maude D. Kivlen, "Devices for review".

The English Journal, 3:579-82, November, 1914.

A device useful for a review of The Merchant of Venice takes the form of a square. On each side of the square erect another square. Let each of the four outer squares erected represent one of the four stories of the Merchant of Venice. In each outer square write the names of characters found only in this particular story. On dotted ink lines connecting

The English Journal, 3:352-53, November, 1914.

The importance of social expression in teaching and interesting literature is emphasized.

20. Clem Lewis Jr., "A revolt and its consequences".

The English Journal, 3:342-43, November, 1914.

Instead of making every error in a composition, the student is
devised of making errors in a footnote, the pupil being obliged to find
the error himself.

21. "Vocational guidance work in the Grand Rapids Central High School".

The English Journal, 3:372-73, November, 1914.

All the exercises upon this work are for oral or written composition,
covering in the seventh and eighth grades such subjects as occupations,
simple biography and the value of an education. In high school the study
is more elaborate, including research on definite vocations, details of
preparation, kinds of schools, ethics of vocations, study of public
institutions.

22. Marie L. Kiefer, "Review for review".

The English Journal, 3:379-82, November, 1914.

A device useful for a review of the Manuscript of Venice takes the
form of a square. On each side of the square erect another square. Let
each of the four outer squares represent one of the four stories
of the Manuscript of Venice. In each outer square write the names of char-
acters found only in this particular story. On dotted lines connecting

the two or three outer squares, write the names of characters in each of the two or three stories so joined.

A similar device is used to show the unity of the play. An oblong is divided into five spaces for each act, and divided in turn into the number of scenes in the act. The presence of a story in a scene is shown by a heavy line; its absence by a dotted line.

93. Walter H. Nichols, "The high school play".

The English Journal, 3:620-30, December, 1914.

The high educational value of the high school play make it worthy of a dignified place in the high school curriculum.

94. Martha Hale Shackford, "Entrance literature and the ancient classics".

The English Journal, 3:644-52, December, 1914.

This article mentions the need for better text books, more dictionaries, books of travel, photographs, and works of art to stimulate and direct the study of the classics.

95. H. Lawrence Durborow, "Another way out".

The English Journal, 3:653-56, December, 1914.

Such modern appeals are described as: (1) the use of the magazine in class; (2) contemporary poetry; (3) journalism in composition work, with a school paper edited weekly.

96. Julia Davenport Randall, "Outside work for Ivanhoe".

The English Journal, 3:657-58, December, 1914.

Outside work for Ivanhoe students consisted of making maps of

the two or three other squares, with the names of characters in each of the two or three stories so joined.

A similar device is used to show the unity of the play. An oblong

is divided into five spaces for each act, and divided in turn into the number of scenes in the act. The presence of a story in a scene is shown by a heavy line; its absence by a dotted line.

92. Walter H. Nichols, "The High School Play."

The English Journal, 2:280-30, December, 1914.

The high educational value of the high school play and its worth

of a dignified place in the high school curriculum.

93. Martin Hale Chubbard, "Reference Literature and the English Classics."

The English Journal, 2:244-52, December, 1914.

This article mentions the need for better text books, more dictionaries, books of travel, photographs, and works of art to stimulate and direct the study of the classics.

94. E. Lawrence Dutton, "Another way out."

The English Journal, 2:232-36, December, 1914.

Such modern appeals are described as: (1) the use of the magazine

in class; (2) contemporary poetry; (3) journalism in composition work,

with a school paper edited weekly.

95. John Leverport Hamilton, "Outlets work for Ivesworth."

The English Journal, 2:237-38, December, 1914.

Outlets work for Ivesworth students consisted of making maps of

England locating the Ivanhoe and Scott country, visiting museums to look at ancient armor, and making notebooks from historical material.

97. Marion S. Cole, "'Tis Plotted".

The English Journal, 3:659-60, December, 1914.

In preparing the class for the writing of short stories, the teacher first suggests a plot motive. The next step is a plot of the pupil's own making.

98. Ross F. Lockridge, "A new idea in high school discussion contests".

The English Journal, 4:15-20, January, 1915.

For high school discussion contests, vital civic subjects are most valuable. "A New Constitution for Indiana", a widely discussed topic at the time, was effectively used for one contest.

99. Helen Lang, "Lost motion in the teaching of composition".

The English Journal, 4:99-112, February, 1915.

Topics for composition must be wide and varied to cover as wide a range as do the interests of the pupils, so that everyone may find something he cares to write about.

100. Maurice Moe, "Amateur journalism and the English teacher".

The English Journal, 4:113-15, February, 1915.

An incentive to written composition was found in the United Amateur Press Association of America - a bureau of private criticism conducted free of charge by professionals, with members in nearly every state in the Union and journals issued frequently with interesting notes and criticisms.

English literature the Lyonesse and Scott country, visiting museums to look at ancient armor, and making notebooks from historical material.

27. Marion S. Cole, "The Plotter".

The English Journal, 3:553-55, December, 1914.

In preparing the class for the writing of short stories, the teacher first suggests a plot motive. The next step is a plot of the pupil's own making.

28. Rosa P. Lockridge, "A new idea in high school discussion contests".

The English Journal, 4:15-20, January, 1915.

For high school discussion contests, vital civic subjects are most valuable. "A New Convention for Teachers", a widely discussed topic at the time, was effectively used for one contest.

29. Helen Lang, "Lost motion in the teaching of composition".

The English Journal, 4:93-112, February, 1915.

Topics for composition must be wide and varied to cover as wide a range as do the interests of the pupils, so that everyone may find something he cares to write about.

100. Marjorie May, "American Journalism and the English teacher".

The English Journal, 4:113-115, February, 1915.

An incentive to written composition was found in the United States Press Association of America - a bureau of private criticisms conducted free of charge by professionals, with members in nearly every state in the Union and journals issued frequently with interesting notes and criticisms.

Correspondence with other members, the organization of a local amateur club, and the idea of writing for publication are strong points of interest to high school pupils.

101. J. D. Randall, "A literary map of London".

The English Journal, 4:125, February, 1915.

A Ward-Lock Guide Book of London gave the outline for a literary map of the country of Dickens, Thackeray, etc.

102. Mary Crawford, "The laboratory equipment of the teacher of English".

The English Journal, 4:145-51, March, 1915.

Such external helps for the teacher of English are suggested as:

(1) maps, plans, and charts - literary maps, speech charts; (2) reference books and pedagogical helps - for literature; (3) lantern slides - for literature, oral English, and literary evenings; (4) stereograph; (5) prints and postcards; (6) pictures and busts; (7) the phonograph - songs for lyric poetry.

103. C. C. Certain, "The trial of Banquo".

The English Journal, 4:152-59, March, 1915.

During the study of Macbeth the class conducted a trial of Banquo, who was charged with complicity in the murder of Duncan. Following the trial, each child was given fifteen minutes in which to write a paragraph reminiscent of the part which he took. Later the trial was dramatized and scenes from it were read as a part of the commencement program.

Correspondence with other members, the organization of a local meeting club, and the idea of writing for publication are strong points of interest to high school pupils.

102. J. L. Randall, "A literary map of London".

The English Journal, 4:122, February, 1912.

A word-book guide book of London gave the outline for a literary map of the country of Dickens, Thackeray, etc.

103. Mary Crawford, "The laboratory equipment of the teacher of English".

The English Journal, 5:105-51, March, 1913.

Such external helps for the teacher of English are suggested as:

(1) maps, plans, and charts - literary maps, speech charts; (2) reference books and psychological helps - for literary maps; (3) lantern slides - for literature, oral English, and literary exercises; (4) stereographs; (5) prints and postcards; (6) pictures and posters; (7) the phonograph - songs for lyric poetry.

104. E. C. Carpenter, "The trial of Bango".

The English Journal, 5:122-26, March, 1913.

During the study of Bango the class conducted a trial of Bango, and was charged with responsibility in the matter of Bango. Following the trial, each child was given fifteen minutes in which to write a paragraph reminiscent of the part which he took. Later the trial was dramatized and scenes from it were read as a part of the conversation program.

104. Hyder E. Rollins, "Macaulay's essays and the freshman".

The English Journal, 4:173-77, March, 1915.

The author of this article suggests sandwiching in a few essays by living writers, thus giving varied and timely subjects with timely allusions.

105. Mary Frothingham Prichard, "The value of story-telling in the high-school course".

The English Journal, 4:191-93, March, 1915.

Story telling is a valuable art to help cultivate a love of literature.

106. Charlotte S. Rankin, "After 'Pilgrim's Progress'".

The English Journal, 4:196-200, March, 1915.

After reading one book of Pilgrim's Progress, the one long theme of the term was assigned to the class. One of two subjects might be chosen: "Good-Students Progress" or "The Journey of Scholar to the City of Education".

107. Charles R. Gaston, "The notebook as an aid to efficiency in English classes".

The English Journal, 4:215-25, April, 1915.

The notebook is found indispensable to the English class. It is used for the preservation of assignments of lessons, problems, or games. Pages in back provide for spelling, pronunciation, new vocabulary, errors in grammar, lists of talks, illustrative material, and original work. Publication is provided through reports of pupil inspectors, committee

104. Hyder B. Pollard, "Macaulay's essays and the freeman".

The English Journal, 4:173-77, March, 1913.

The author of this article suggests something in a few essays by living writers, thus giving varied and timely subjects with timely allusions.

105. Mary Frothingham Pritchard, "The value of story-telling in the high-

school course".

The English Journal, 4:191-92, March, 1913.

Story telling is a valuable art to help cultivate a love of liter-

ature.

106. Charlotte S. Remick, "After Pritchard's Progress".

The English Journal, 4:193-200, March, 1913.

After reading one book of Pritchard's Progress, the one long name of

the term was assigned to the class. One of two subjects might be chosen:

"Good-Better Progress" or "The Journey of Schooler to the City of Science".

about.

107. Charles E. Gaston, "The notebook as an aid to efficiency in English

classroom".

The English Journal, 4:213-22, April, 1913.

The notebook is found indispensable to the English class. It is

used for the presentation of assignments of lessons, progress, or course.

Pages in back provide for spelling, pronunciation, new vocabulary, errors

in grammar, lists of facts, illustrative material, and original work.

Publication is provided through reports of pupil inspectors, committee

readings of good work in notebooks, and publication in school paper.

108. Carolyn M. Gerrish, "The relation of moving pictures to English composition".

The English Journal, 4:226-30, April, 1915.

Moving pictures offer possibilities for work in narration, description, and exposition. They aid in character portrayal, criticism of literary and dramatic technique, and the power of observation.

109. Andrew H. Krug, "Making Palgrave palatable".

The English Journal, 4:254-64, April, 1915.

Daily memory work on the part of the class and daily interpretative reading by the teacher are helpful devices in making Palgrave interesting.

110. Mary A. Hinkley, "Motivating English composition".

The English Journal, 4:266-69, April, 1915.

One experiment in motivating English composition developed through the offer of the editor of a local paper to give a money prize to the high-school English class which should furnish the best school items to his paper during the nine months of the school year. A contest was held between two English classes. The money was used for a picture for the English classroom.

In another experiment the English classes joined in getting material for a special school edition of the local weekly which was to be a town and school history.

111. Etna Lee Robey, "An experiment in correcting English".

readings of good work in notebooks, and publication in school paper.
 100. Carolyn M. Gurnea, "The relation of writing pictures to English
 composition".
The English Journal, 4:122-25, April, 1915.
 Having pictures offer possibilities for work in narration, descrip-
 tion, and exposition. They aid in character portrayal, evaluation of
 literary and dramatic technique, and the power of observation.
 101. Emma M. King, "Making Pictographs palatable".
The English Journal, 4:124-25, April, 1915.
 Daily memory work on the part of the class and daily interpretative
 reading by the teacher are helpful devices in making Pictographs interesting.
 102. Mary A. Hinkley, "Motivating English composition".
The English Journal, 4:126-28, April, 1915.
 One experiment in motivating English composition developed through
 the offer of the editor of a local paper to give a money prize to the high-
 school English class which should furnish the best school item to his
 paper during the nine months of the school year. A contract was made
 between the English classes. The money was used for a picture for the
 English classroom.
 In another experiment the English classes joined in getting material
 for a special school edition of the local weekly which was to be a town and
 school history.
 103. Emma Lee Hober, "An experiment in composition English".

The English Journal, 4:269-70, April, 1915.

To eliminate errors in oral English each pupil is given a book in which he is to record for the succeeding week the errors made by his classmates. The next week he transfers the mistakes from the book to the blackboard, another pupil doing the recording. Next, the pupils correct their errors orally. Finally, a percentage graph of all the classes is made by a member of the class.

112. Frank W. Chandler, "A creative approach to the study of literature".

The English Journal, 4:281-91, May, 1915.

Literary appreciation, states this author, is best taught by the original compositions of the students.

113. Roy Ivan Johnson, "The value of a mistake".

The English Journal, 4:311-14, May, 1915.

The contention is made that pupils may learn through mistakes. There is more opportunity for pupil initiative in correcting grammatical errors by symbol or by pupils in class than by teacher correction.

114. Mary Percival, "An evolution of oral composition".

The English Journal, 4:315-22, May, 1915.

Suggestions for oral composition include: (1) story-telling; (2) talks correlated with literature; (3) topics suggested by other high school subjects; (4) current events; (5) miscellaneous subjects such as drama, newspapers, modern poetry, and travel talks.

The English Journal, 4:189-70, April, 1915.

To eliminate errors in oral English each pupil is given a book in which he is to record for the succeeding week the errors made by the class. The next week he transfers the mistakes from the book to the blackboard, another pupil doing the recording. Next, the pupils correct their errors orally. Finally, a percentage graph of all the classes is made by a member of the class.

112. Frank W. Chandler, "A creative approach to the study of literature".

The English Journal, 4:188-91, May, 1915.

Literary appreciation, states this author, is best taught by the original composition of the students.

113. Roy Ivan Johnson, "The value of a mistake".

The English Journal, 4:111-12, May, 1915.

The conclusion is made that pupils may learn through mistakes. There is more opportunity for pupil initiative in correcting grammatical errors by symbol or by pupils in class than by teacher correction.

114. Max Bernick, "An evolution of oral composition".

The English Journal, 4:110-11, May, 1915.

Suggestions for oral composition include: (1) story-telling; (2) talks correlated with literature; (3) topics suggested by other high school subjects; (4) current events; (5) miscellaneous subjects such as drama, newspapers, modern poetry, and travel talks.

115. Jeannette F. Abrams, "A list of published airs for songs in The Golden Treasury".

The English Journal, 4:387-97, June, 1915.

Music may be used to stimulate an interest in poetry.

116. Isabel Graves, "A plan for reading A Mid-Summer Night's Dream".

The English Journal, 4:362-72, June, 1915.

This plan uses dramatization, oral reading, memorizing, and Mendelssohn's translation into music as motivating methods.

117. Elizabeth Hodgson, "The adolescent's prejudices against the classics".

The English Journal, 4:427-38, September, 1915.

The classics may be vitalized by bringing in correlated material from modern literature, science, and current events, scraps of intimate anecdote, bits of letters, and conversations of famous men, pictures of places and relics, and dramatic reading.

118. M. Ida Williams, "Anything new in high-school English?"

The English Journal, 4:439-44, September, 1915.

A five-week course in current literature was introduced by the modern magazine to awaken interest.

119. Rachel L. Dithridge, "Speech Improvement Week at Eastern District High School".

The English Journal, 4:465-6, September, 1915.

Activities for Speech Week centered around three points: (1) a "Better Speech Symposium" in school paper - articles on various phases of

112. Jonathan B. Adams, "A List of Published Lists for Study in the Schools."

Library.

The English Journal, 4:324-27, June, 1915.

This list may be used to stimulate an interest in poetry.

113. Isabel Graves, "A Plan for reading A Midsummer Night's Dream."

The English Journal, 4:323-25, June, 1915.

This plan uses dramatization, oral reading, memorizing, and dramatization.

Graves's translation into English of the original text.

114. Elizabeth Hodgson, "The schoolmaster's prejudices against the classics."

The English Journal, 4:327-33, September, 1915.

The classics may be vitiated by training in conventional methods.

from modern literature, science, and current events, stories of historic

anecdotes, bits of letters, and conversations of famous men, episodes of

classical and modern, and dramatic readings.

115. W. L. Williams, "Anybody new in high-school history?"

The English Journal, 4:334-35, September, 1915.

A five-week course in current literature was introduced by the

author's system to awaken interest.

116. Rachel L. Dickinson, "Speech Improvement Week at Eastern District

High School."

The English Journal, 4:336-38, September, 1915.

Activities for speech week consisted of about three points: (1) a

Speech Improvement Week in school paper - articles on various phases of

speech problems: (2) a poster campaign; (3) programs by students and by outsiders of note - assembly, public speaking program, debate, interclass pronunciation match.

120. Julia Davenport Randall, "Ruskin yet speaking".

The English Journal, 4:466-68, September, 1915.

A class attempted to connect up the philosophy of Ruskin with its own smoky city and housing problems. Compositions were written on these problems.

121. Frank J. Platt, "The alternative English III, second semester".

The English Journal, 4:468-70, September, 1915.

An alternative English III course afforded opportunities for composition, discussion, and debate through: (1) a study of leading American vocations, trades, and industries; (2) a study of Lincoln with a view to learning his ideals of citizenship; (3) the examination of and inquiry into all American amusements and sports.

122. Joseph M. Thomas, "Oral composition in its relation to written".

The English Journal, 4:487-99, October, 1915.

Subject matter for oral composition may be taken from current events, local history, reading, travel, hobbies, or avocations.

123. Roland S. Keyser, "Some misconceptions regarding English work".

The English Journal, 4:513-22, October, 1915.

If other literature has no appeal, there is definite value in nature, science, and astronomy books.

speech problems: (2) a poster campaign; (3) programs by students and by out-
siders at home - assembly, public speaking program, debate, interclass
promotional match.

120. John Lavenport Wendell, "Ruskin yet speaking".
The English Journal, 4:466-68, September, 1918.
A class attempted to connect up the philosophy of Ruskin with its
own study city and housing problems. Compositions were written on these
problems.

121. Frank A. Pratt, "The alternative English III, second semester".
The English Journal, 4:468-70, September, 1918.
An alternative English III course afforded opportunities for con-
position, discussion, and debate through: (1) a study of leading American
vocations, trades, and industries; (2) a study of Lincoln with a view to
learning his ideas of citizenship; (3) the examination of and inquiry into
all American movements and efforts.

122. Joseph A. Thomas, "Oral composition in its relation to writing".
The English Journal, 4:487-89, October, 1918.
Subject matter for oral composition may be taken from current events,
local history, reading, travel, hobbies, or vocations.

123. Roland S. Kewer, "Some misconceptions regarding English work".
The English Journal, 4:515-16, October, 1918.
If other literature has no appeal, there is definite value in
nature, science, and astronomy books.

124. Maurice W. Moe, "Magazine poetry in the classroom".

The English Journal, 4:523-25, October, 1915.

To lend interest to the study of literature, the criticism of current magazine poetry is attempted, with special attention to beautiful words, phrases, and figures of speech.

125. Cornelia Carhart Ward, "The use of pictures in the reading of literature".

The English Journal, 4:526-30, October, 1915.

Illustrative material stimulated interest in English classes. Such materials as postcards, photographs, maps, pupil drawings, prints, and illustrated editions of texts were used in literature class.

126. Iva M. Young, "A New England high-school library".

The English Journal, 4:571-76, November, 1915.

Instruction in the use of the library was given to an English class; then topics of general interest were selected to be looked up for composition material.

127. Rena M. Odell, "Some problems in English composition".

The English Journal, 4:647-52, December, 1915.

Three successful experiments in English composition were conducted.

(1) The boys of the class exchanged letters with a class of young men in night school. (2) Each pupil was asked to find out what person stood at the head of the trade or profession in which he was interested; materials were looked up, letters were written, and a final composition explained how the person studied had attained eminence. (3) The class was divided into groups to dramatize The House of Seven Gables; the play was read before another class.

184. Maurice W. Lee, "Magazine poetry in the classroom".

The English Journal, 4:282-83, October, 1915.

To lend interest to the study of literature, the criticism of current magazine poetry is attempted, with special attention to beautiful words, phrases, and figures of speech.

185. Cornelia Gerard Ward, "The use of pictures in the teaching of literature".

The English Journal, 4:523-25, October, 1915.

Illustrative material suggested interest in English classes. Such materials as postcards, photographs, maps, pupil drawings, prints, and illustrated editions of books were used in literature class.

186. Eva M. Johnson, "A New England high-school library".

The English Journal, 4:575-76, November, 1915.

Instruction in the use of the library was given to an English class; then topics of general interest were selected to be looked up for composition material.

187. Rena M. Ouel, "Some problems in English composition".

The English Journal, 4:847-52, December, 1915.

Three successful experiments in English composition were conducted.

(1) The boys of the class exchanged letters with a class of young men in night school. (2) Each pupil was asked to find out what person stood at the head of the trade or profession in which he was interested; materials were looked up, letters were written, and a final composition explained how the person studied had obtained entrance. (3) The class was divided into groups to dramatize the lives of Great Leaders; the play was read before another class.

128. John Adams Taylor, "'Turn them loose'".

The English Journal, 4:669-77, December, 1915.

The English instructor assigned to his pupils the reading, during his ten-day absence, of some book which they had been wanting to read. A literary criticism, several pages in length, was required for the next meeting.

129. Cornelia Carhart Ward, "Pictures for the use of teachers of English".

The English Journal, 4:671-74, December, 1915.

Publishing companies from which illustrative material may be procured and illustrations for Coleridge's "Rime of the Ancient Mariner" are listed.

130. Emma Breck, "The efficient high school library".

The English Journal, 5:10-19, January, 1916.

The library may have great value in developing good reading tastes. Good books, attractively displayed posters, pictures and collections, and attractive ads for the school paper and bulletin board are means of calling attention to good literature.

131. Alice Louise March, "Socializing influences in the classroom".

The English Journal, 5:89-98, February, 1916.

To provide a more attractive environment the basement classroom was renovated and the furniture revarnished. A social hour once a month for girls stimulated discussion. Literature societies, debates, and a class newspaper based on Scotch life and The Lady of the Lake furnished motivation for literature.

132. Winifred Littell, "Modern literature in the small high school".

128. John Adams Taylor, "Turn them loose".

The English Journal, 4:252-53, December, 1915.

The English instructor assigned to his pupils the reading, during his ten-day absence, of some book which they had been wanting to read. A list of titles, several pages in length, was received for the next meeting.

129. Cornelia Carter Ward, "Pleasures for the use of teachers of English".

The English Journal, 4:257-58, December, 1915.

Publishing companies from which illustrative material may be procured and illustrations for Coleridge's "Rime of the Ancient Mariner" are listed.

130. Anna Brock, "The efficient high school library".

The English Journal, 5:10-12, January, 1916.

The library may have great value in developing good reading habits. Good books, attractively displayed posters, pictures and collections, and attractive sets for the school paper and bulletin board are some of calling attention to good literature.

131. Alice Louise Smith, "Socializing influences in the classroom".

The English Journal, 5:80-82, January, 1916.

To provide a more attractive environment the basement classroom was renovated and the furniture rearranged. A social hour once a month for girls attended discussion, literary societies, debates and a class newspaper based on school life and the body of the lake furnished motivation for literature.

132. Winifred Little, "Modern literature in the small high school".

The English Journal, 5:112-18, February, 1916.

Modern literature was introduced into the class through the study of the newspaper. A Junior classics club was organized and a list of prominent men and women discussed in class was kept in individual notebooks.

133. Pauline Cope, "A second experiment in correcting English".

The English Journal, 5:134-5, February, 1916.

An experiment in correcting English errors requires each pupil to jot down the mistakes which he hears his fellow pupils make. Whole sentences must be recorded as evidence. The errors are put in a box and discussed weekly.

134. Harriet A. Lee, "Student newspaper work".

The English Journal, 5:164-71, March, 1916.

The publication of the best themes in a local newspaper was made a basis of regular theme work. Prizes of from fifty cents to one dollar were offered and the money saved toward a picture for the English classroom. Themes of community interest and experience, verse, playlets, or dialogues were written.

135. Lucy Holtzclaw McDonald, "Preparation for assignment of composition subjects".

The English Journal, 5:233-36, April, 1916.

Theme subjects were arranged to give the student instruction in the various arts, industries, sciences, and professions, as well as in literature.

The English Journal, 3:112-113, February, 1916.

Modern literature was introduced into the class through the study of the newspaper. A student classified with was organized and a list of prominent men and women discussed in class was kept in individual notebooks.

113. Pauline Gage, "A second experiment in correcting English".

The English Journal, 3:113-114, February, 1916.

An experiment in correcting English errors required each pupil to jot down the mistakes which he heard his fellow pupils make. Whole sentences were corrected as evidence. The errors were put in a box and discussed weekly.

114. Herbert A. Lee, "Student newspaper work".

The English Journal, 3:184-171, March, 1916.

The publication of the best themes in a local newspaper was made a basis of regular theme work. Prizes of from fifty cents to one dollar were offered and the money saved toward a picture for the English class too. Themes of community interest and experience, verse, plays, or dialogues were written.

115. Lucy Holbrook Hobbs, "Preparation for assignment of composition subjects".

The English Journal, 3:232-233, April, 1916.

These subjects were arranged to give the student instruction in the various arts, industries, sciences, and professions, as well as in literature.

136. Percival Chubb, "What the Shakespeare Tercentenary Celebration might mean for the schools".

The English Journal, 5:237-46, April, 1916.

The Shakespeare Tercentenary Celebration may be used to develop admiration in the pupils for a song, story, or drama from Shakespeare.

137. William Hawley Davis, "Vocal training in the secondary schools".

The English Journal, 5:241-7, April, 1916.

The formation of a speaking club may help produce good speaking voices.

138. Julia Davenport Randall, "Supplementary work in exposition".

The English Journal, 5:272-3, April, 1916.

To supplement material on exposition in an old textbook used in the English classes, material was taken from modern magazines.

139. Cornelia Carhart Ward, "Pictures for the use of teachers of English II".

The English Journal, 5:274-80, April, 1916.

Pictures related to Ivanhoe and Washington Irving are listed.

140. James Cloyd Bowman, "The use of the magazine in English".

The English Journal, 5:332-40, May, 1916.

The study of the classics has a deeper interest than the "small talk" of contemporary magazines.

141. Linda Rider, "A plan for a Shakespeare exhibit".

The English Journal, 5:358-9, May, 1916.

A Shakespeare exhibit was planned to foster enthusiasm for the

senior play, The Taming of the Shrew. Features of the exhibit were posters, cartoons, literary samples, quotations in illumination, photographs and autographs of Shakespearian actors and actresses, a debate of Bacon vs. Shakespeare, clay models, puppet shows, and significant music.

142. Maurice W. Moe, "The elimination of the commencement oration".

The English Journal, 5:401-403, June, 1916.

The Junior oration was substituted for the commencement oration. Subjects were based upon local industries or vocational guidance.

143. Harry G. Paul, "A means of increasing literary appreciation".

The English Journal, 5:420-22, June, 1916.

A series of informal readings were held to stimulate interest in literature. Chaucer and Gawain and the Green Knight were read aloud.

144. Alma Allison, "Social problems of our little town".

The English Journal, 5:477-82, September, 1916.

An evening devoted to the telling of plays was introduced to compete with the cheap Saturday picture show. Later music and dramatization were added.

145. Dudley Miles, "Why is a school paper?".

The English Journal, 5:486-90, September, 1916.

A school paper stimulates writing on the part of the pupils.

146. Claud Howard, "The use of pictures in teaching literature".

The English Journal, 5:539-43, October, 1916.

One of the most easily accessible resources in vitalizing the teaching

senior play, The Tempest of the Shrew. Features of the exhibit were posters, cartoons, literary samples, productions in illumination, photographs and autographs of Shakespearean actors and actresses, a debate of Bacon vs. Shakespeare, clay models, puppet shows, and significant music.

142. Maurice W. Lee, "The illumination of the commencement oration," The English Journal, 5:401-402, June, 1916.

The Junior oration was substituted for the commencement oration. Subjects were based upon local industries or vocational guidance.

143. Harry G. Paul, "A means of increasing literary appreciation," The English Journal, 5:420-22, June, 1916.

A series of informal readings were held to stimulate interest in literature. Shakespeare and the Green Knight were read aloud.

144. Alma Allison, "Social problems of our little town," The English Journal, 5:677-82, September, 1916.

An evening devoted to the telling of plays was introduced to compete with the cheap Saturday picture show. Later music and dramatization were added.

145. Emily Miller, "Why is a school paper?" The English Journal, 5:483-90, September, 1916.

A school paper stimulates writing on the part of the pupils.

146. Gladys Howard, "The use of pictures in teaching literature," The English Journal, 5:556-64, October, 1916.

One of the most easily accessible resources in stimulating the teaching

of English is the use of pictures. Sources may be found in text book illustration, newspapers, magazines, book catalogues, postcards, snapshots of literary places, stereoptican pictures, and the pupils' own original drawings.

147. Claudia Crumpton, "Better Speech Week at Montevallo".

The English Journal, 5:569-60, October, 1916.

Better Speech Week at Montevallo was observed by constructing posters of speech errors, by observation of and a list of current mistakes made and posted, and by dramatization of errors in playlet form.

148. Rea McCain, "The fear of the present".

The English Journal, 5:605-609, November, 1916.

Present-day literature may be used effectively in English classes.

149. Sada H. Harbarger, "Theme subjects for Engineering students".

The English Journal, 5:620-32, November, 1916.

Theme subjects related to his professional course lead the pupil to carry over practice in rhetoric to his general course and to see that there is a demand in his profession for accurate writing. Subjects built upon the student's own experience are more vital to him.

150. Martha E. Clay, "The hat-box in literature".

The English Journal, 5:680-3, December, 1916.

The use of the hat-box for stage models provides an activity for the English literature class. The hall of Beowulf and scenes from Macbeth were modeled by one class.

of English in the use of pictures. Sources may be found in text book
illustration, newspapers, magazines, book catalogues, postcards, snapshots
of literary places, stereoscopic pictures, and the pupils' own original
drawings.

147. Claudia Crumpton, "Better Speech Week at Montevideo".
The English Journal, 3:409-80, October, 1916.
Better Speech Week at Montevideo was observed by constructing posters
of speech errors, by observation of and a list of current mistakes made
and posted, and by dramatization of errors in playlet form.

148. Nell McCabe, "The Year of the Present".
The English Journal, 5:408-80, November, 1916.
Present-day literature may be used effectively in English classes.

149. Linda R. Harparker, "Theme subjects for Engineering students".
The English Journal, 5:880-82, November, 1916.
Theme subjects related to his professional course lead the pupil to
carry over practice in rhetoric to his general course and to see that there
is a demand in his profession for accurate writing. Subjects built upon the
student's own experience are more vital to him.

150. Martha E. Clay, "The net-box in literature".
The English Journal, 5:880-3, December, 1916.
The use of the net-box for stage models provides an activity for the
English literature class. The ball of Bonny and scenes from Macbeth were
modeled by one class.

151. Bertha Evans Ward, "The emotional element in high school classics".

The English Journal, 5:684-95, December, 1916.

Possible aids to the understanding and enjoyment of rhythm and meter are the writing of verse by pupils, the use of music in connection with literature, dramatization, a quotation contest, and vitalized character study.

152. Susan Sheridan, "Speech Improvement Week in the New Haven High School".

The English Journal, 5:703-4, December, 1916.

Speech Improvement Week was celebrated by making slogans and posters, publishing a small paper, presenting one act plays, assembly programs, and spelling matches.

153. W. S. Hinchman, "Reading clubs instead of literature classes".

The English Journal, 6:88-95, February, 1916.

Reading clubs instead of literature classes are suggested for developing the habit of reading good books intelligently. Reports and discussions compose the program.

154. Claudia Crumpton, "Speech betterment in Alabama".

The English Journal, 6:96-102, February, 1917.

Publicity in papers, posters, games, a speech parade, and dramatization are used in this speech campaign.

155. Helen Ogden Makin, "Composition in the open".

The English Journal, 6:103-107, February, 1917.

An excursion to the top of a nearby hill was made to stimulate a freshman class to write descriptive themes. For exposition work, sophomores

151. Berlin says that "The emotional element in high school classics".
The English Journal, 5:684-70, December, 1915.

Possible aids to the understanding and enjoyment of rhythm and meter
are the writing of verse by pupils, the use of music in connection with
literature, dramatization, a question contest, and vitatized character
study.

152. Susan Sheridan, "Speech Improvement Week in the New Haven High School".
The English Journal, 5:703-4, December, 1915.

Speech Improvement Week was celebrated by making eloquent and posters,
publishing a small paper, presenting one act plays, assembly program, and
spelling matches.

153. W. S. Hinckman, "Reading clubs instead of literature classes".
The English Journal, 5:88-92, February, 1916.

Reading clubs instead of literature classes are suggested for
developing the habit of reading good books intelligently. Reports and
discussions compose the program.

154. Charles Crumpton, "Speech pattern in Kipling".
The English Journal, 6:108-109, February, 1917.

Facility in papers, posters, games, a speech parade, and drama-
tization are used in this speech campaign.

155. Helen Ogden Smith, "Composition in the open".
The English Journal, 6:108-109, February, 1917.

An excursion to the top of a nearby hill was made to stimulate a
freedom class to write descriptive themes. For exposition work, responses

were sent to various institutions and industries of the town for information.

156. George R. Coffman, "A new plan for high-school debating in Montana".

The English Journal, 6:109-110, February, 1917.

A new plan for high-school debating consists of one representative from each school in the contest with organization into teams the day of the contest.

157. Edna Osborne, "On the correlation of English poems with history".

The English Journal, 6:114, February, 1917.

Correlation is possible between the study of Henry I and Rossetti's poem, "The White Ship"; between a study of the worth of India to England and Kipling's works; and between American history and such poems as "Paul Revere", "Barbara Frietchie", and "O Captain, My Captain".

158. W. E. Dimorier, "Newspaper week".

The English Journal, 6:170-74, March, 1917.

A study of newspapers was made for a week. Copies of good publications were sent to the class for a week. The history of printing, the history of the newspaper, the newspaper as an educational factor, and similar topics offered subjects for composition work.

159. Hanna Logasa, "The story of an Ivanhoe exhibit".

The English Journal, 6:175-8, March, 1917.

Material, editions, and illustrations used in an Ivanhoe exhibit are listed. Pupil reactions afforded material for composition.

were sent to various institutions and industries of the town for information.

138. George E. Hoffman, "A new plan for high-school debating in Montana".

The English Journal, 8:192-193, February, 1917.

A new plan for high-school debating consists of one representative from each school in the contest with organization into teams the day of the contest.

139. John Osborne, "On the correlation of English poems with history".

The English Journal, 8:114, February, 1917.

Correlation is possible between the study of Henry I and Rossetti's poem, "The White Ship"; between a study of the words of India to England and Kipling's works; and between American history and such poems as "Paul Revere", "Barbara Frietsch", and "O Captain, My Captain".

140. W. E. Blackmer, "Newspaper work".

The English Journal, 8:190-191, March, 1917.

A study of newspaper was made for a week. Copies of good publications were sent to the class for a week. The history of printing, the history of the newspaper, the newspaper as an educational factor, and similar topics offered subjects for composition work.

141. Emma Rogers, "The story of an Iveshoe exhibit".

The English Journal, 8:175-176, March, 1917.

Interest, editions, and illustrations used in an Iveshoe exhibit are listed. English reactions afforded material for composition.

160. W. H. Cunningham, "Advertising in the English classes".

The English Journal, 6:236-42, April, 1917.

The primary motive of the study of advertising in the English classes was to teach the pupils to think first and then to express the thought clearly. Principles of advertisements and advertising are valuable for writing business letters.

161. Cornelia Carhart Ward, "Pictures for use in teaching literature".

The English Journal, 6:267-9, April, 1917.

Illustrations are listed for Stevenson's Travels with a Donkey, Inland Voyage, and Treasure Island.

162. Mrs. L.M. Russell, "Adventures in drama".

The English Journal, 6:314-17, May, 1917.

Adventures in drama included Julius Caesar, a morality play, Twelfth Night, and Moliere's Learned Women.

163. Dudley Miles, "Socializing outside reading".

The English Journal, 6:330-33, May, 1917.

A book of the month was chosen by each pupil in class for outside reading. A secretary in charge for the month arranged for programs: reviews of books, reading of typical selections, comparison of authors, appointment of special critics for contest of report, diction, arrangement, delivery, etc..

164. A Francis Tramis, "Bandmastering the class period".

The English Journal, 6:338-41, May, 1917.

180. W. A. Cunningham, "Advertising in the English classes".

The English Journal, 8:238-42, April, 1917.

The primary motive of the study of advertising in the English classes

was to teach the pupils to think first and then to express the thought
clearly. Principles of advertisements and advertising are valuable for
writing business letters.

181. Cornelia Gentry Ward, "Pictures for use in teaching literature".

The English Journal, 8:237-8, April, 1917.

Illustrations are listed for Stevenson's Treasure Island and a Jack.

English Journal, 8:237-8, April, 1917.

182. Mr. J. M. Russell, "Literature in drama".

The English Journal, 8:234-17, May, 1917.

Literature in drama includes Julius Caesar, a comedy, Day, Twelfth

Night, and Shakespeare's Twelfth Night.

183. Betty Miles, "Socializing outside reading".

The English Journal, 8:230-32, May, 1917.

A book of the month was chosen by each pupil in class for outside

reading. A committee in charge for the month arranged for programs;
reviews of books, reading of typical selections, comparison of authors,
appointment of special critics for content of reports, dictation, arrangement,
delivery, etc..

184. A. M. Smith, "Dramatizing the class period".

The English Journal, 8:228-31, May, 1917.

A debate on Burke's Conciliation came alive by correlation with the President's note to the Allies.

165. Cornelia Carhart Ward, "Pictures for use in teaching literature".
The English Journal, 6:348-50, May, 1917.

Pictures are listed for three plays of Shakespeare: As You Like It, Macbeth, and The Merchant of Venice.

166. Myra L. McCoy, "Some experiments in high-school oral English".
The English Journal, 6:399-401, June, 1917.

Topics of current interest should be used to vitalize oral composition.

167. Mae C. Trovillion and Hester E. Renard, "Cartooning grammar".
The English Journal, 6:472-3, September, 1917.

Cartoons are a vivid means of illustrating rules and violations of rules of grammar.

168. H. P. Smith, "A check sheet for English composition".
The English Journal, 6:528-34, October, 1917.

For provision for individual differences, theme errors are classified and checked on sheets.

169. A Bess Clark, "An experiment in problem-teaching".
The English Journal, 6:535-38, October, 1917.

A project of writing, staging, and publishing a senior-class play is described.

A debate on Burke's Congress came alive by correlation with the President's note to the Allies.

193. Cornelia Gantard Ward, "Pleasures for use in teaching literature".

The English Journal, 8:348-50, May, 1917.

Pictures are listed for three plays of Shakespeare: As You Like It, Macbeth, and The Merchant of Venice.

194. Mrs. J. McCoy, "Some experiments in high-school oral English".

The English Journal, 8:338-40, June, 1917.

Topics of current interest should be used to vivify oral composition.

195. Mrs. C. Trevillion and Walter E. Howard, "Contemporary grammar".

The English Journal, 8:475-7, September, 1917.

Cartoons are a vivid means of illustrating rules and violations of rules of grammar.

196. E. F. Salter, "A check sheet for English composition".

The English Journal, 8:528-30, October, 1917.

For provision for individual differences, these errors are classified and checked on sheets.

197. A. Ross Clark, "An experiment in problem-teaching".

The English Journal, 8:555-58, October, 1917.

A project of writing, editing, and publishing a senior-class play is described.

170. Margery Gordon, "Up to the times in the classroom".

The English Journal, 6:559-62, October, 1917.

A study of the newspaper was made in ten lessons. This can be linked with literature such as the Sir Roger DeCoverley Papers and newspaper men like William Cullen Bryant and Horace Greeley. The writing of headlines and leads has definite composition value.

171. Lucy H. McDonald, "A method in assigning theme subjects".

The English Journal, 6:609-612, November, 1917.

A method in assigning theme subjects correlates children's reading, other school courses, and vocational interests with composition.

172. Rowena Keith Keyes, "'Felicia': an experiment in descriptive writing".

The English Journal, 6:615-19, November, 1917.

In an attempt to stimulate imagination, the teacher tells a story, letting the children write word-pictures for its illustrations: descriptions of brother, doll, fairy, mother, etc..

173. George Starr Lasher, "Roast beef instead of hash".

The English Journal, 6:664-76, December, 1917.

The experiment was carried on of connecting theme writing with vocational study.

174. Raymond W. Pence, "Chats with students about books".

The English Journal, 6:677-85, December, 1917.

Interest in reading is stimulated through personal conference.

120. Mary Gordon, "Up to the limit in the classroom".

The English Journal, 6:333-34, October, 1917.

A study of the new year was made in ten lessons. This can be linked

with literature such as the King of the Golden River and newspaper news

like William O'Brien and Horace Greeley. The writing of headlines

and leads has definite composition value.

121. Mary H. Schmidt, "A method in assigning these subjects".

The English Journal, 6:308-11, November, 1917.

A method in assigning these subjects corresponds children's writing.

Other school courses, and vocational interests with composition.

122. Howard Keith Rogers, "Beliefs: an experiment in descriptive writing".

The English Journal, 6:313-19, November, 1917.

In an attempt to stimulate imagination, the teacher tells a story.

Letter to children with word-pictures for its illustrations: descriptions

of people, things, places, etc.

123. George Starr Lerner, "Poetry best taught of none".

The English Journal, 6:344-46, December, 1917.

The experiment was carried on in connection with writing with good

final story.

124. Frances W. Yano, "Units with students about books".

The English Journal, 6:377-82, December, 1917.

Interest in reading is stimulated through personal narratives.

175. Mary Hinkley, "The vexing questions of correctness".

The English Journal, 6:686-88, December, 1917.

An audience to composition work was furnished by publication in two city weeklies; an entertainment consisting of a class paper, a short original play, and an original farce; and interclass and interschool letters.

176. Mrs. M. A. Phillips, "An experiment in teaching business correspondence to a first-year high school class".

The English Journal, 7:125-28, February, 1918.

Letters of application were written by members of a freshman English class to active business men of the city who consented to answer the letters with criticisms and suggestions for improvement.

177. Grace Echo Moulton, "Red Cross scrapbook and an English class".

The English Journal, 7:134, February, 1918.

Pictures, cartoons and jokes were pasted into scrapbooks for hospitals.

178. C. C. Certain, "Organizing for patriotic work in English classes".

The English Journal, 7:177-86, March, 1918.

While the Liberty Loan Drive was being carried on, the English classes collected material from salesmanship talks and letters to plans of reconstruction, clippings from newspapers and magazines, ads, cartoons, original drawings, copies of patriotic speeches, dialogues, history of previous loan of 1917, and original papers on novel and interesting phases of the Liberty Loan Campaign. From the material a large scrapbook was made.

176. Mary Hinkley, "The varying questions of correctness".

The English Journal, 8:88-89, December, 1917.

An entrance to composition work was furnished by publication in two city weeklies; an entertainment consisting of a class paper, a short original play, and an original essay and interesting and interesting letters.

175. Mrs. W. L. Ballinger, "An experiment in teaching business correspondence to a first-year high school class".

The English Journal, 7:183-85, February, 1918.

Letters of application were written by members of a freshmen English class to active business men of the city who consented to answer the letters with criticism and suggestions for improvement.

177. Grace Jean Morrison, "Red Cross scrapbook and an English class".

The English Journal, 7:156, February, 1918.

Prose, cartoon and photo were passed into scrapbook for hospital.

175. G. C. Daniels, "A penmanship for penmanship work in English classes".

The English Journal, 7:177-85, May, 1918.

While the library loan book was being copied on, the English classes collected material from a penmanship book and letters to plan of penmanship, original, original from newspaper and magazine, etc., cartoon, original drawings, copies of penmanship speeches, dialogues, history of penmanship loan of 1917, and original papers on novel and interesting names of the library loan book. From the material a large scrapbook was made.

179. Cornelia Carhart Ward, "A composition course based on the war".

The English Journal, 7:207-212, March, 1918.

Vivid subjects for themes were provided in war material: the beginnings of the war, striking scenes, the entrance of America, the Army, engineers, the Navy, aviation, trench warfare, the farm and factory in war, transportation, and telling the news.

180. Florence Ross, "An experiment".

The English Journal, 7:23, March, 1918.

A collection was made of modern war verse, of French and German as well as American. This anthology was illustrated by the pupils.

181. Frederick H. Bair, "The Bible, the Greeks and oral English".

The English Journal, 7:245-50, April, 1918.

The study of the Bible and of Greek literature was made interesting by programs, a movie scenario of "Joseph and His Brothers", pictorial materials, sketches of plays with dialogue, themes putting Biblical characters into modern situations, references in modern literature to Biblical material, and appropriate music.

182. Mrs. Iola R. Storm, "The writing and dramatization of the eighth-grade play".

The English Journal, 7:251-55, April, 1918.

This eighth-grade class in English wrote a play and presented it at the graduation exercises.

183. Walter W. Parker, "One way to run a school or college paper".

174. Cora's Century Book, "A composition course based on the war".

The English Journal, 7:107-112, March, 1918.

Vivid subjects for themes were provided in war materials: the begin-

ning of the war, striking scenes, the entrance of America, the story,

engineers, the Navy, aviation, French soldiers, the farm and factory in war,

transportation, and telling the news.

180. Florence Ross, "An experiment".

The English Journal, 7:2-3, March, 1918.

A collection was made of modern war verses, of French and German as

well as American. This anthology was illustrated by the pupils.

181. Frederick R. Bair, "The Bible, the Greek and oral English".

The English Journal, 7:108-110, April, 1918.

The study of the Bible and of Greek literature was made interesting by

programs, a movie scenario of "Joseph and His Brothers", pictorial material,

sketches of plays with dialogue, themes treating Biblical characters into

modern situations, references in modern literature to Biblical material, and

appropriate music.

182. Mrs. Ida R. Stone, "The writing and dramatization of the eighth-

grade play".

The English Journal, 7:121-22, April, 1918.

This eighth-grade class in English wrote a play and presented it at

the graduation exercises.

183. Walter W. Parker, "One way to run a school or college paper".

The English Journal, 7:256-59, April, 1918.

One method of running a school paper is to have all of the writing done by a class in journalism. No inferior students are allowed to elect the course.

184. R. R. Smith, "Thrift week".

The English Journal, 7:263-66, April, 1918.

A campaign for raising money to adopt French orphans was conducted. A prize and publication by the school paper were offered for the best composition on "How I Saved - for the Fatherless Children of France".

185. Linda Rider, "Movies to the King's taste".

The English Journal, 7:267-69, April, 1918.

After class discussion of movies, compositions were written on: scenery, settings, habits and customs, costumes, and methods of acting. This work was climaxed by a puppet show.

186. Myra L. McCoy, "Local color".

The English Journal, 7:331-33, May, 1918.

Compositions absorb the interest of the pupils if their subject matter deals with the customs of the community.

187. Laura Parkinson, "Variety in assignments for written composition".

The English Journal, 7:37-76, June, 1918.

Subjects for the sake of variety may be chosen from commercial life, industry, literature, and other phases of every day life.

The English Journal, V:222-23, April, 1913.

One method of running a school paper is to have all of the writing done by a class in Journalism. No inferior students are allowed to edit the course.

184. E. J. Bailey, "Thrill week".

The English Journal, V:232-33, April, 1913.

A campaign for raising money to adopt French organs was conducted. A prize and publication by the school paper were offered for the best composition on "How I Saved - for the Frenchman Children of France".

185. Linda Ritter, "Movies to the King's taste".

The English Journal, V:233-34, April, 1913.

After class discussion of movies, compositions were written on: scenery, settings, habits and customs, costumes, and methods of acting. This work was stimulated by a project show.

186. W. J. Bailey, "Local color".

The English Journal, V:234-35, May, 1913.

Compositions about the customs of the people in their neighborhood were dealt with the customs of the community.

187. Laura Parkman, "Variety in assignments for written composition".

The English Journal, V:27-28, June, 1913.

Subjects for the sake of variety may be chosen from commercial life, industry, literature, and other phases of every day life.

188. Barbara Grace Spayd, "In search of a lost art".

The English Journal, 7:388-91, June, 1918.

Conversation has a useful place in the classroom.

189. Julia M. Park, "Oral English in the high school".

The English Journal, 7:452-6, September, 1918.

Literary societies, debating, mock trials, symposiums, dramatization, and story telling are motivating methods for oral English classes.

190. Katherine Gear Wrightman, "The soliloquy".

The English Journal, 7:464-5, September, 1918.

The telling of a story in soliloquy form may be used to correlate oral English with literature.

191. Catherine Himes, "A Better English Week".

The English Journal, 7:533-37, October, 1918.

All departments cooperated with the plans of the English classes for Better English Week. Spelling matches were held in several classes; dramatization was used in the science class. A chemistry class conducted a debate; the Latin class emphasized the use of good English and the Latin derivatives. Placards, newspaper notices, assembly programs, an essay contest, and a pronunciation contest were other features of the week's work.

192. Lucy S. McCarty, "The game of Correct English".

The English Journal, 7:588-91, November, 1918.

Special attention was given to errors made in conversation in and out of school, and weekly reports were given. Getting adults to play, too, was helpful.

188. Katherine Anne Brown, "In search of a lost art."

The English Journal, 7:58-61, June, 1918.

Conversation has been used in the classroom.

189. John M. Park, "Oral English in the high school."

The English Journal, 7:48-5, September, 1918.

Literary societies, debates, book clubs, symposia, dramatization.

These and many other are mentioned in the English classes.

190. Katherine Ann Whitman, "The colloquy."

The English Journal, 7:48-5, September, 1918.

The telling of a story in colloquy form may be used to correlate

oral English with literature.

191. Catherine Hines, "A Better English Week."

The English Journal, 7:53-54, October, 1918.

All departments cooperated with the plan of the English classes for

Better English Week. Spelling matches were held in every class; drama-

tization was used in the science class; & chemistry class conducted a

debate; the Latin class emphasized the use of good English and the Latin

derivatives. Flashes, newspaper notices, assembly programs, an essay

contest, and a pronunciation contest were other features of the week's work.

192. Lucy E. McCarty, "The game of Correct English."

The English Journal, 7:55-56, November, 1918.

Special attention was given to errors made in conversation in and out

of school, and weekly reports were given. Getting advice to play, too, was

helpful.

193. Charles Pendleton, "Teaching the Bible in the junior high school".

The English Journal, 7:623-36, December, 1918.

Bible pictures, the telling of stories, finding Bible references in literature, and dramatization help to vitalize Bible study in the junior high school.

194. Katherine MacMahon, "Hands across the sea".

The English Journal, 7:652-4, December, 1918.

War interest was used to motivate composition. A story was written based on a newspaper account of the brave death of a French Boy Scout.

Letters were written to a little French girl adopted by an American club.

195. Margaret Burnside, "A good English drive".

The English Journal, 7:655-58, December, 1918.

Posters, slogans, and newspaper articles were used in a good-English drive.

196. Charles Robert Gaston, "Social procedure in the English classroom".

The English Journal, 8:1-7, January, 1919.

Suggested social procedures for the English classroom are: formal organization, social group-correcting in board work and notebooks, dramatizations, and editing a class story-book.

197. Nellie A. Putney, "Dramatization of The Lady of the Lake".

The English Journal, 8:49-50, January, 1919.

A dramatization of The Lady of the Lake was worked out by a class studying this classic.

193. Charles Davidson, "Teaching the Bible in the Junior High School".

The English Journal, 7:323-25, December, 1918.

Bible pictures, the telling of stories, finding Bible references in literature, and dramatization help to vivify Bible study in the Junior High School.

194. Katherine Hamilton, "Hands across the sea".

The English Journal, 7:325-27, December, 1918.

Her interest was used to motivate composition. A story was written based on a newspaper account of the brave death of a French boy scout. Letters were written to a little French girl adopted by an American club.

195. Margaret Burdick, "A good English drive".

The English Journal, 7:328-30, December, 1918.

Fogarty, Algren, and newspaper articles were used in a good-English drive.

196. Charles Robert Gaston, "Social procedure in the English classroom".

The English Journal, 8:1-7, January, 1919.

Suggested social procedures for the English classroom are: formal organization, social group-conducting in board work and notebooks, dramatization, and editing a class story-book.

197. Nellie A. Pursey, "Organization of The Lady of the Lake".

The English Journal, 8:32-33, January, 1919.

A dramatization of The Lady of the Lake was worked out by a class studying this classic.

198. A. Bess Clark, "Another experiment in problem teaching".

The English Journal, 8:218-24, April, 1919.

The editing of a weekly paper provided one project for this English class. The study of current magazines and newspapers was made at the same time. The reading of selected literature led to the writing of verse and newspaper items. The senior play, written by the English class for another project, was published in the school paper.

199. Margaret Bell Merrill, "Charting errors in English".

The English Journal, 8:225-32, April, 1919.

Competition with other classes affords a stimulus to correct speech.

200. Claudia Crumpton, "American Speech Week throughout the nation".

The English Journal, 8:279-86, May, 1919.

An observance of Speech Week may include for its activities: the making of posters, slogans, and tags; contests in pronunciation, debating, oral reading, or story-telling; general assembly programs with visiting speakers, plays, parades, or pageants.

201. East High School, Minneapolis, "Our speech drive".

The English Journal, 8:287-98, May, 1919.

This East High School Drive aroused interest in good speech through making and tabulating an errors list, cartoons and posters, the exhibiting of the best work in exposition, a spelling contest, and a parade of the English classes, ending in the burial of Bad English.

188. A. Ross Clark, "Another experiment in problem teaching".

The English Journal, 8:218-22, April, 1918.

The editing of a weekly paper provided one project for this English class. The study of current magazines and newspapers was made at the same time. The reading of selected literature led to the writing of verse and newspaper items. The senior play, written by the English class for another project, was published in the school paper.

189. Margaret Bell Merrill, "Correcting errors in English".

The English Journal, 8:228-32, April, 1918.

Cooperation with other classes affords a stimulus to correct speech.

190. Clara C. Crumpton, "American speech West throughout the nation".

The English Journal, 8:278-82, May, 1918.

An observance of speech West may include for the activities: the making of posters, slogans, and tags; contests in pronunciation, debating, oral reading, or story-telling; general assembly programs with visiting speakers, plays, parades, or pageants.

191. East High School, Minneapolis, "Our speech drive".

The English Journal, 8:287-92, May, 1918.

This East High School drive aroused interest in good speech through making and tabulating an errors list, cartoons and posters, the exhibiting of the best work in exposition, a spelling contest, and a parade of the English classes, ending in the burial of Bad English.

202. Mrs. Bertha Forbes Herring, "The making of a modern minnesinger".

The English Journal, 8:363-73, June, 1919.

The device of story-telling is used for simple, free self-expression.

203. Sarah McLean Mullen, "'Baseball' English".

The English Journal, 8:496-99, October, 1919.

A "Rules of Baseball" book used as a textbook stimulated interest in an opportunity class in English. The reciting of rules demanded correct pronunciation, complete sentences, and practice in exposition. Composition work took the form of a newspaper account of a local game, a story with a baseball plot, and letters arranging games, protesting to league officials, and similar business matters.

204. Rae Blanchard, "A 'novel' party".

The English Journal, 8:503-506, October, 1919.

Pupils appeared at the "novel" party in costumes of characters of the last three novels read in class: Silas Marner, Cranford and The Worn Doorstep. Charades on the names of authors, a novel romance game, and the pantomiming by groups of scenes or incidents of the stories furnished entertainment.

205. "Illustrative material for the English classes".

The English Journal, 8:569-74, November, 1919.

Illustrative material was listed for Ivanhoe, The Rime of the Ancient Mariner, As You Like It, The Deserted Village, Silas Marner, The Sketch Book, and The Odyssey.

206. Bess Foster, "Poetry-judging contest".

The English Journal, 8:574-6, November, 1919.

Poems cut from current magazines were brought in by members of the English class. They were judged by the class according to theme, inspiration, truth, rhythm, rhyme, poetic words, and lines. Scores were averaged and the winning poem selected.

207. Willard Grosvenor Bleyer, "Journalistic writing in high school and college".

The English Journal, 8:593-601, December, 1919.

Journalistic writing interests pupils in expressing ideas in concise, clear-cut, concrete language, in observing accurately, and in thinking logically.

208. Leverett S. Lyon, "Some types of public speech".

The English Journal, 8:602-609, December, 1919.

More motivated extempore speaking is needed.

209. John D. Cooke, "Community English".

The English Journal, 9:20-24, January, 1920.

Community interest was appealed to in a series of projects for oral and written composition. The class was organized into different types of societies for the transaction of business peculiar to each. After a brief study of parliamentary law the class became a country community for the organization of a school district, conducting reports to superintendent, making public announcements, writing letters necessary in school board business, for classroom supplies, invitations, etc. Other activities

206. Hans Poster, "Poetry-Judging contest".

The English Journal, 8:574-5, November, 1919.

Poems and from current newspapers were brought in by members of the English class. They were judged by the class according to theme, inspiration, truth, rhythm, poetic words, and lines. Scores were averaged and the winning poem selected.

207. Alfred Grosvenor Meyer, "Journalistic writing in high school and college".

The English Journal, 8:635-601, December, 1919.

Journalistic writing interests pupils in expressing ideas in concise, clear-cut, concrete language, in observing accurately, and in thinking logically.

208. Leavitt E. Lyon, "Some types of public speech".

The English Journal, 8:503-508, December, 1919.

Some motivated extemporaneous speaking is needed.

209. John D. Cook, "Community English".

The English Journal, 9:80-84, January, 1920.

Community interest was expressed in a series of projects for oral and written composition. The class was organized into different types of societies for the transaction of business peculiar to each. After a brief study of parliamentary law the class became a country community for the organization of a school district, conducting reports to superintendents, making public announcements, writing letters necessary in school board business, for classroom supplies, invitations, etc. Other activities

were: a commercial club, grange, civic improvement society, debates, a pageant on local history, and a rally.

210. Paul P. Kies, "The teaching of opera librettos".

The English Journal, 9:71-9, February, 1920.

Correlation with the music department is employed in the teaching of opera librettos.

211. Luella B. Cook, "Business English or English in business".

The English Journal, 9:80-87, February, 1920.

In a course in Business English the teacher purposed to arouse the students to observe the interesting phases of business life and form positive attitudes towards simple questions. Arguments and dramatization of business situations helped to maintain interest.

212. Walter Barnes, "One way to get social letters written".

The English Journal, 9:109-11, February, 1920.

A teacher who visits around at state high schools has her composition classes write letters to her telling "how things are going".

213. Claudia E. Crumpton, "Better English clubs".

The English Journal, 9:129-34, March, 1920.

Better English clubs arouse interest in good speech through monthly projects and programs.

214. E. B. Richards, "The game of debate".

The English Journal, 9:147-52, March, 1920.

Debates should have the participation of the many, not just a chosen

weren't a commercial club, strange, civic improvement society, debating, a
pageant on local history, and a rally.

210. Paul F. Kiser, "The teaching of opera librettos".

The English Journal, 9:71-8, February, 1930.

Correlation with the music department is employed in the teaching of

opera librettos.

211. Inella B. Cook, "Business English or English in business".

The English Journal, 9:80-87, February, 1930.

In a course in Business English the teacher purposed to arouse the

students to observe the interesting phases of business life and form
positive attitudes toward simple questions. Arguments and dramatization
of business situations helped to maintain interest.

212. Esther Barnes, "One way to get social letters written".

The English Journal, 9:102-11, February, 1930.

A teacher who visits around at state high schools has her composition

classes write letters to her telling "How things are going".

213. Gladys E. Crumpton, "Better English clubs".

The English Journal, 9:123-24, March, 1930.

Better English clubs arouse interest in good speech through monthly

projects and programs.

214. E. R. Richards, "The game of debate".

The English Journal, 9:147-52, March, 1930.

Debate should have the participation of the many, not just a chosen

few. Topics of current interest afford material.

215. H. G. Paul, "A report on Better Speech Week".

The English Journal, 9:194:200, April, 1920.

Devices used in Better Speech Week to arouse interest are as follows: slogans, creeds, songs, parodies, tags and tag day, drills, contests, plays, pageants, cooperation with other departments, newspaper aid, cartoons in movie houses, and appeals to clubs and homes.

216. Thomas Warrington Gosling, "Reorganization of methods of debate in high schools".

The English Journal, 9:210-218, April, 1920.

The open forum is superior in many ways to the conventional debate.

217. L. J. Mills, "Bowling with grammar".

The English Journal, 9:277-9, April, 1920.

Daily drill tests in grammar were scored according to bowling rules.

218. John Moffat, "How do you do it?".

The English Journal, 9:229-30, April, 1920.

The use of Saturday Evening Post advertisements referring to classic literature or facts of partial literary significance is suggested to show the practical application of the study of English and American literature.

219. News and Notes, "A live project".

The English Journal, 9:292-4, May, 1920.

Letters written under the Junior Red Cross with interesting subjects for correspondence form a "live project".

217. Topics of current interest afford material.

218. H. G. Paul, "A report on Better Speech Week".

The English Journal, 3:124-125, April, 1933.

Devices used in Better Speech Week to arouse interest are as follows:

1. Clowns, crosses, songs, parades, tags and tag day, drills, contests,

plays, pageants, cooperation with other departments, newspaper aid, car-

oons in movie houses, and appeals to clubs and houses.

219. Thomas Whittington Gellion, "Reorganization of methods of debate in

high schools".

The English Journal, 3:110-115, April, 1933.

The open forum is superior in many ways to the conventional debate.

220. L. J. White, "Bowling with Grammar".

The English Journal, 3:277-8, April, 1933.

Daily drill tests in grammar were scored according to bowling rules.

221. Joan Koller, "How do you do 1933".

The English Journal, 3:222-23, April, 1933.

The use of Saturday Evening Post advertisements referring to classic

literature or facts of partial literary significance is suggested to show

the practical application of the study of English and American literature.

222. Hays and Hays, "A live project".

The English Journal, 3:232-4, May, 1933.

Letters written under the Junior-High Cross with interesting subjects

for correspondence form a "live project".

220. Cornelia Carhart Ward, "Unified subject matter for composition".

The English Journal, 9:318-30, June, 1920.

Compositions dealing with French life correlate the English and French courses.

221. Flora Snyder, "The use of committees in the English class".

The English Journal, 9:345-47, June, 1920.

Committees have a useful place in the English class in grading special material, in planning the bulletin board, in ferreting out interests for Friday English club meetings, and in arranging plays, programs, and research studies.

222. Katherine Wightman, "A side light on dramatization".

The English Journal, 9:348-49, June, 1920.

After a dramatization of Great Expectations, the class voted for more Dickens.

223. Rowena Keith Keyes, "The conspiracy".

The English Journal, 9:374-89, September, 1920.

The writing of a play to emphasize and correct mistakes in grammar was undertaken.

224. Marietta Hyde, "Projects in literature".

The English Journal, 9:401-406, September, 1920.

Such problems are discussed as: "Do war-ideals of chivalry differ from the present-day soldier?"; "Identify Hamlet characters with people in real life".

230. Cornelia Gurnea, "United subject matter for composition".

The English Journal, 8:118-20, June, 1930.

Compositions dealing with French life correlate the English and

French courses.

231. Elsie Taylor, "The use of compositions in the English class".

The English Journal, 8:145-47, June, 1930.

Compositions have a useful place in the English class in grading

special material, in planning the English course, in correlating and

for Friday English class sessions, and in arranging plays, programs, and

research studies.

232. Katherine Williams, "A side light on dramatization".

The English Journal, 8:168-69, June, 1930.

After a dramatization of Great Expectations, the class voted for

most likable.

233. Bowen Keith Brown, "The composition".

The English Journal, 8:175-80, September, 1930.

The writing of a play to reproduce and correct mistakes in grammar

was suggested.

234. Marjorie Hyde, "Projects in literature".

The English Journal, 9:401-406, September, 1930.

Such projects are discussed as: "The character of Oliver Twist"

from the present-day viewpoint; "Identify Hamlet's character with people in

your life".

225. Miriam Smyth, "In regard to English clubs".

The English Journal, 9:414-17, September, 1920.

English club activities may consist of the writing of a constitution, programs with speeches, dialogues, debates, original exercises and playlets, and a mock-banquet. A school loyalty club may be organized in the same way.

226. Edith Rodkey, "Oral English as a means of socialization".

The English Journal, 9:440-47, October, 1920.

A study of home industries furnished a class with material for oral English.

227. Margaret M. Skinner, "Socializing dramatics".

The English Journal, 9:448-56, October, 1920.

A dramatic club maintained for its purpose the study of plays. Any pupil was eligible to join.

228. Mabel F. McKee, "Three examples of motivation".

The English Journal, 9:457-62, October, 1920.

One example of motivation is found in a study of modern literature for which everyone collected material, one particular author being assigned to each pupil.

The reading of Washington's "Farewell Address" and the "Bunker Hill Oration" led to ceremonies conducted over the new post-office, the dedication of a hospital, and the presentation and acceptance of a gateway. In this connection, three clubs were organized: a commercial club, women's club, and a "banquet".

226. Miriam S. "In regard to English clubs."

The English Journal, 3:414-15, September, 1930.

English club activities may consist of the writing of a composition,

program, with speeches, dialogues, debates, original exercises and

plays, and a book-fair. A school loyalty club may be organized

in the same way.

228. Edith Fogarty, "Oral English as a means of socialization."

The English Journal, 3:440-45, October, 1930.

A study of home industries furnished a class with material for oral

English.

229. Margaret M. Skinner, "Socializing exercises."

The English Journal, 3:448-50, October, 1930.

A dramatic club maintained for its purpose the study of plays. Any

pupil was eligible to join.

230. Isabel F. McKee, "Three examples of socialization."

The English Journal, 3:457-61, October, 1930.

One example of socialization is found in a study of modern literature

for which everyone collected material, one particular author being assigned

to each pupil.

The reading of Washington's "Farewell Address" and the "Dunster Hill

Oration" led to conversations conducted over the new post-office, the writer-

ship of a hospital, and the presentation and acceptance of a gift.

In this connection, three clubs were organized: a congressional club, women's club,

and a "hangout."

After studying Macbeth, a Shakesperian Review was published with a foreword, editorial, paraphrases, articles, quotations, map, and illustrations.

229. Mildred C. Struble, "A big Business-English project".

The English Journal, 9:463-66, October, 1920.

This project for Business English involved the preparation of a chart to show the percentage of tardiness of the local high school in comparison with the records of thirty-two other high schools. The pupils wrote letters to the principals. A more ambitious project was undertaken in the compiling of statistics for a state vocational needs survey with letters, questionnaires, and information sheets.

230. Olive Ely Hart, "Friends by mail".

The English Journal, 9:519-24, November, 1920.

Pupils in Dr. Bakule's school wrote autobiographical letters to crippled children at Prague, which they sent with toys and photographs.

231. Frank Tompkins, "The play course in high school".

The English Journal, 9:530-33, November, 1920.

One of the easiest roads leading to the love of good literature is a course in modern drama, or the development of drama, which includes the writing and production of simple plays.

232. Jenny Lind Green, "An English project motivated by history".

The English Journal, 9:557-69, December, 1920.

All the principles of English composition were used in this project:

after everying English, a Business review was published with a
foreword, editorial, preface, articles, questions, map, and illustra-
tions.

120. William C. Stroh, "A Business-English project".

The English Journal, 9:102-103, October, 1920.

This project for Business English involved the preparation of a
chart to show the possibilities of English of the local high school in
connection with the records of thirty-two other high schools. The English
note letters to the principals. A note English project was undertaken
in the compiling of statistics for a state vocational needs survey with
letters, questionnaires, and information sheets.

121. Oliver Ely Hart, "Friends by mail".

The English Journal, 9:116-117, November, 1920.

English in Dr. Hart's school wrote autobiographical letters to
crippled children at Prague, which they read with toys and photographs.

122. Frank Thompson, "The play center in high school".

The English Journal, 9:120-121, November, 1920.

One of the greatest results leading to the love of good literature is a course
in English drama, or the development of drama, which includes the writing
and production of plays.

123. Langdon Jones, "An English project motivated by history".

The English Journal, 9:127-128, December, 1920.

All the materials of English composition were used in this project:

a play telling the story of rescue work in the Holy Grail so effectively that children could understand their immediate duty to the Near East.

233. Anne Thaxton Eaton, "What the library and the English department can do in cooperation for the whole school".

The English Journal, 9:570-78, December, 1920.

The library may yield vital material in manual arts, science, and vocational literature. Greater freedom in choosing material for English classes is good. Book notes may be written and filed in the library.

234. Frank Tomkins, "An experiment with home-made plays".

The English Journal, 9:591-93, December, 1920.

Six miniature plays were written during the first semester English class.

235. Alice Calder, "Socialization of the composition class".

The English Journal, 9:593-96, December, 1920.

A "Digest" class was organized with the Literary Digest articles as a basis of oral composition.

236. Charles Robert Gaston, "Purposefulness and cooperation".

The English Journal, 10:28-34, January, 1921.

Composition projects or class books were made, following a graded series of large topics: environment, vocations, newspapers and magazines, books, "things of the will" (argumentation), and "things of the spirit", such as local problems and their solution, our community, the making of a home, etc.

play telling the story of rescue work in the Holy Land as effectively
that children might understand their immediate duty to the Holy Land.

252. Mrs. Thomas Baker, "What the Library and the English Government can do
in cooperation for the whole world".

The English Journal, 1930-31, December, 1930.

The library and field material in manual arts, science, and
vocational literature. Greater freedom in choosing material for English
classes in geography. Book notes may be written and filed in the library.

253. Frank T. Jones, "An experiment with home-made plays".

The English Journal, 1930-31, December, 1930.

Six children's plays were written during the first semester English
class.

254. Alice Colver, "Classification of the composition class".

The English Journal, 1930-31, December, 1930.

A "light" class was organized with the following list of subjects as
a basis of oral composition.

255. Charles Robert Jones, "Representations and cooperation".

The English Journal, 1930-31, January, 1931.

Composition projects of class books were made, following a general
series of large topical environments, vocabulary, newspaper and magazine
books, "Things of the World" (argumentative), and "Things of the Spirit",
such as local problems and their solution, our community, the action of
nature, etc.

237. Ruth E. Henderson, "Americanizing through local history".

The English Journal, 10:61-7, February, 1921.

Live subject matter and a genuine interest are necessary for composition. Possible material is: community interest, a civics course, history of school, a history course, a community book, and pageants or tableaux.

238. Lucy H. McDonald, "On the reading of books".

The English Journal, 10:89-91, February, 1921.

A "special author" plan may stimulate reading. Each pupil makes a bibliography of his author, reads life, a critical comment, and as many works as possible. He writes to the author, if living. At the end of the year, after studying the Essay on Burns, he writes a long, biographical essay on his special author.

239. Olive Ely Hart, "A Bible pageant".

The English Journal, 10:97, February, 1921.

In the English class of a largely Jewish community, a book was made, in connection with Bible study, of pageants, music from Hebrew chants, symphonies and chorals, costumes, dances, Kings and men.

240. Lucian G. Hickman, "The teaching of composition and literature in the high schools of Indiana".

The English Journal, 10:142-59, March, 1921.

The work in oral composition and literature utilized public speaking, dramatic work, debating, and dramatic and literary societies.

237. John E. Hartman, "Americanism through Social History".

The English Journal, 10:31-7, February, 1921.

Five subject matter and a genuine interest are necessary for cooperation. Possible material for community interest, a civics course, history of schools, a history course, a community book, and pageants or tableaux.

238. Mary H. McDermott, "On the reading of books".

The English Journal, 10:39-41, February, 1921.

A "special subject" plan may facilitate reading. Each pupil selects a bibliography of his author, reads it, a critical comment, and as easy words as possible. He writes to the author, if living. At the end of the year, after studying the Book on Books, he writes a book, biographical-essay on his special author.

239. Olive Ely Hart, "A Bible pageant".

The English Journal, 10:37, February, 1921.

In the highest class of a largely Jewish community, a book was read, in connection with Bible study, of pageants, music from Hebrew chants, symphonies and chorals, costumes, dances, Kings and men.

240. Lucian G. Hickman, "The teaching of composition and literature in the high schools of Indiana".

The English Journal, 10:100-102, March, 1921.

The work in oral composition and literature in Indiana public schools, dramatic work, debating, and dramatic and literary societies.

241. Margaret M. Sleezer, "A truly democratic school paper".

The English Journal, 10:193-200, April, 1920.

The writing of this school paper was done in the classroom and was based upon a thorough study of good "dailies".

242. Edward Duddy, "A cooperative course in English composition for students in technical courses".

The English Journal, 10:201-7, April, 1921.

Such subjects were represented in a course in English composition for technical students as: chemistry, botany, mechanical engineers, and home science. Outlines prepared were adapted to the vocational specialty of the student.

243. Lucille Crighton, "Projects for Business English composition".

The English Journal, 10:219-22, April, 1921.

A class in Business English was organized into a company with the purpose of excelling in writing letters. Interviews were held with business men; letters were written for Hi-Y clubs, the football team, and other school organizations. A project was devised of putting on the market a new product- better speech. Posters, ads, and a prospectus helped to advertise.

244. Frederick McConnell, "Theater production as a curriculum activity".

The English Journal, 10:256-61, May, 1921.

A class production of The Tempest is an example of good motivation. The reading of the play, tryouts for parts, stage settings, costumes, electrical and mechanical features, and music were important parts of

221. Margaret W. Weaver, "A truly democratic school paper".

The English Journal, 10:122-123, April, 1920.

The writing of this school paper was done in the classroom and was based upon a thorough study of good "writing".

222. Edward Lacey, "A cooperative course in English composition for

students in technical courses".

The English Journal, 10:201-2, April, 1921.

Such subjects were represented in a course in English composition

for technical students as: chemistry, botany, mechanical engineering, and home science. English papers were adapted to the vocational specialty of the student.

223. Lucille Grignon, "Projects for Business English composition".

The English Journal, 10:212-23, April, 1921.

A class in Business English was organized into a company with the

purpose of excelling in writing letters. Interviews were held with business men; letters were written for W-Y clubs, the football team, and other school organizations. A project was devised of putting on the market a new product - better speed. Posters, ads, and a prospectus helped to advertise.

224. Frederick McConnell, "Theater production as a curriculum activity".

The English Journal, 10:228-31, May, 1921.

A class production of The Tempest is an example of good motivation.

The reading of the play, typists for parts, stage settings, costumes, electrical and mechanical features, and music were important parts of

the project.

245. Pearl LeCompte, "The Riverbank Theatre".

The English Journal, 10:283-6, May, 1921.

The production of Mackaye's Jeanne d'Arc was an interesting piece of work.

246. Mary Virginia Rodigan, "Dramatics in the high school".

The English Journal, 10:315-26, June, 1921.

A two year course in dramatics was introduced by a history of drama. For laboratory work stage models were made, costumes designed, notebooks and scrapbooks compiled. Reading was done on plays, playwrights, actors and actresses, and general references.

247. W. H. Blake, "Boys and Literature".

The English Journal, 10:332-36, June, 1921.

To motivate a study of American literature, each boy in the class chose one author and prepared a lecture upon him, which he delivered to the class.

248. Grace H. Ryffel, "Group projects in upper-grade composition".

The English Journal, 10:337-40, June, 1921.

A "Junior Arts and Crafts Exposition" was held for a project in composition, reading, collecting pictures, illustrations, charts, and models supplied activity. Camera, book-house, telephone, aeroplane, and flower groups brought exhibits, upon which composition work was based.

the project.

243. Pearl Lagarde, "The Riverbank Theatre".

The English Journal, 10:283-8, May, 1921.

The production of Mackay's James O'Leary was an interesting piece

of work.

244. Mary Virginia Rodgers, "Transactions in the high school".

The English Journal, 10:318-20, June, 1921.

A two year course in drama was introduced by a history of drama. For laboratory work stage models were made, costumes designed, notebooks and scriptbooks compiled. Reading was done on plays, playscripts, actors and actresses, and general references.

247. W. H. Blake, "Poetry and Literature".

The English Journal, 10:323-25, June, 1921.

To motivate a study of American literature, each boy in the class chose one author and prepared a lecture upon him, which he delivered to the class.

248. Grace A. Hyatt, "Group projects in upper-grade composition".

The English Journal, 10:327-30, June, 1921.

A "Junior Arts and Crafts Exposition" was held for a project in composition, reading, collecting pictures, illustrations, clippings, and models supplied activity. Games, book-reviews, telephone, newspaper, and flower groups brought exhibits, upon which composition work was based.

249. Robert Max Garrett, "Japanese lyric poetry as an aid to teaching description".

The English Journal, 10:341-44, June, 1921.

Japanese lyrics in which a whole emotional experience or landscape is compressed within very small compass are aids in teaching brevity, precision, and suggestion in description.

250. Lillian Smith, "American ideals through composition".

The English Journal, 10:245-47, June, 1921.

The social virtues of courtesy, sympathy, good fellowship, and kindness should be used as theme-subjects.

251. Pearl Hogrefe, "There are no alps!".

The English Journal, 10:347-48, June, 1921.

A stage version of Idylls of the King was written and presented by English class.

252. Annie Flint Kellogg, "Teaching poetry to high school pupils".

The English Journal, 10:361-75, September, 1921.

Pupils came to class prepared to write and recite poetry. Music was used to motivate verse-writing.

253. Jessie L. Thompson, "Correlation of music and literature".

The English Journal, 10:376-88, September, 1921.

Music is a stimulating device in teaching literature.

254. Alexander Goldstein, "A literary laboratory period".

849. Robert Lee D'Arby, "Japanese Lyrics: Poetry as an Aid to Teaching

Descriptive".

The English Journal, 10:341-44, June, 1931.

Japanese lyrics in which a whole emotional experience or landscape

is compressed within very small spaces are rich in teaching beauty,

providing an action in visualization.

850.

850. William Smith, "American Lyrics through comparison".

The English Journal, 10:345-47, June, 1931.

The social virtues of courtesy, sympathy, good fellowship, and

kindness should be used as theme-subjects.

851. Percy Forster, "There are no alibi's".

The English Journal, 10:347-48, June, 1931.

A brief version of lyrics of the line was written and presented

by English class.

852. Annie Flint Kellogg, "Teaching poetry to high school pupils".

The English Journal, 10:351-52, September, 1931.

Pupils learn to class prepared to write and recite poetry. Music

was used to motivate verse-writing.

853. Jennie L. Thompson, "Correlation of music and literature".

The English Journal, 10:375-82, September, 1931.

Music is a stimulating device in teaching literature.

854. Alexander Solzhenitsyn, "A literary laboratory series".

The English Journal, 10:397-99, September, 1921.

A supervised library period was held once a week to increase interest in reading.

255. Jessie F. Thompson, "Group Work in the composition class".

The English Journal, 10:400-2, September, 1921.

This teacher suggests group leaders for correcting theme errors.

256. John Mantle Clapp, "The 'Better Speech Movement' and the world of business".

The English Journal, 10: 450-55, October, 1921.

A closer relationship between the school and business men is a powerful incentive to better speech.

257. Emma Glaser, "Eighth-grade composition by project".

The English Journal, 10: 520-25, November, 1921.

A project on "Live in Virginia" covered the leading features of the town, involved research and investigation, and ended with compiling a book, "The Story of Virginia".

258. W. Otto Birk, "Do engineering students want to study English composition?".

The English Journal, 10:526-30, November 1921.

Theme topics on technical subjects were assigned to a class of engineering students. Topics chosen were principally those requiring observation and interview.

259. Linda Rider, "At the sign of the Quill".

The English Journal, 10:527-29, September, 1921.

A supervised library period was held once a week to increase

interest in reading.

225. Jessie L. Thompson, "Group Work in the composition class".

The English Journal, 10:400-2, September, 1921.

This teacher suggests group leaders for correcting theme errors.

226. John Lambie Clapp, "The 'Better Speech Movement' and the world

of business."

The English Journal, 10:430-32, October, 1921.

A closer relationship between the school and business men is

a powerful incentive to better speech.

227. Emma Olsner, "Eight-grade composition by project."

The English Journal, 10:520-22, November, 1921.

A project on "Life in Virginia" covered the leading features

of the town, involved research and investigation, and ended with

comparing a book, "The Story of Virginia."

228. W. Otto Stark, "The interesting students want to study English

composition."

The English Journal, 10:523-25, November 1921.

These topics on technical subjects were assigned to a class of

enriching students. Topics chosen were principally those requiring

observation and interview.

229. Linda Rider, "At the sign of the galli."

The English Journal, 10:531-33, November, 1921.

An author's club was organized for better composition students. Short stories, plays, poems, essays, sketches, reviews, legends, pen pictures, and musical interpretations were written. Some of these were published, others typed, bound in volumes, and put in the clubroom and library.

260. William Lewin, "The business of running a school paper".

The English Journal, 11:8-13, January, 1922.

A school paper offers an opportunity to those teachers who wish to make their work alive and practical.

261. Carrie Belle Parks, "Stevenson as a point of departure".

The English Journal, 11:95-9, February, 1922.

Stevenson's Travels with a Donkey and An Inland Voyage are used to stimulate class interest in the familiar essay.

262. William F. Linehan, "Vocational guidance in an English class".

The English Journal, 11:107-8, February, 1922.

The fact that one boy and girl in the English class were aiming directly at a stage career was utilized to interest the class in the literary and speech training necessary for an actor.

263. Geraldine P. Dilla, "A different Hallowe'en play".

The English Journal, 11:108-110, February, 1922.

The troll scene from Peer Gynt was used to show that other European literatures contain plays as adaptable and interesting to

The English Journal, 10:251-52, November, 1932.

An author's club was organized for better cooperation between
story writers, plays, poems, sketches, and other
pieces, and mutual suggestions were written. Some of these were
published, others typed, bound in volume, and put in the library
and library.

200. William Lewis, "The Outcomes of Reading a School Paper".

The English Journal, 11:2-13, January, 1932.

A school paper often an opportunity to those teachers who
wish to have their work alive and practical.

201. Marie Belle Davis, "Suggestion as a Point of Departure".

The English Journal, 11:25-8, February, 1932.

Sevenson's Twelve with a Poem and an Index are used
to stimulate class interest in the English essay.

202. William E. Linsden, "Fostering Enthusiasm in an English Class".

The English Journal, 11:107-8, February, 1932.

The fact that the boy and girl in the English class were finally
directly to a class member was noticed to interest the class in the
library and speed reading, necessary for an essay.

203. Catherine E. Bliss, "A Different Kind of Play".

The English Journal, 11:105-110, February, 1932.

The Twelve with a Poem was used to show that other
popular literature contains plays as suggestive and interesting to

young students as the English. Grieg's music in the Peer Gynt suite accompanied this scene.

264. Flora Snyder, "Illustrating the classics".

The English Journal, 11:110-12, February, 1922.

A helpful laboratory device in high school literature is that of illustrating. For a school annual Spring exhibit each pupil in American Literature class was responsible for an exhibit of one author, period or type of literature. Freehand drawings, booklets, mounted pictures, charts, and dressed dolls made up the exhibits.

265. Eugenia E. Sage, "Boost your home town".

The English Journal, 11:113, February, 1922.

Letters describing the advantages of their home city were written by pupils of an English class to editors of city papers, boards of Education, postmasters, mayors, and chambers of commerce.

266. Elizabeth Rich, "Book week".

The English Journal, 11:178-81, March, 1922

Catalogues of books, exhibits of biographies, and special editions were displayed during a Book Week observance.

267. Editorial.

The English Journal, 11:188, March, 1922.

Motivation of composition may be provided by the use of a Junior Red Cross scheme of inter-school correspondence.

268. Clyde William Park, "Applied English composition".

THEY ARE THE ONLY TWO WHO HAVE BEEN CALLED

TO THE ATTENTION OF THE COURT

IN THE CASE OF THE STATE OF TEXAS

IN THE COUNTY OF DALLAS

IN THE CASE OF THE STATE OF TEXAS

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The English Journal, 11:222-27, April, 1922.

The writing of a "Class Miscellany" formed a composition project. Each student supplied his own subject and method of treatment but all aimed to write something interesting to the class. Character sketches, personal accounts, laboratory reports, and articles for special magazines were written.

269. Edith Cooke, "Are readers born or made?".

The English Journal, 11:228-31, April, 1922.

Literary allusions found in editorials, ads, book reviews, stories, poems, and jokes were pasted on cardboard by the teacher and given to pupils to "run down".

270. Martha E. Bonham, "The teaching of Walden in high school".

The English Journal, 11:232-35, April, 1922.

A method of teaching Walden by utilizing the Boy Scout Movement is suggested: "Would Thoreau make a good Scout leader?" When visiting Walden Pond, a Bird Guide is the best reference book.

271. Harriet M. Stone, "A civic art project as motivation in composition".

The English Journal, 11:298-99, May, 1922.

Class letters were written by English class asking various talented people to take part in a Civic Art project. A poster contest was held. The same pupils acted as guides to explain pictures to younger children.

272. Julia E. Gettemy, "A discussion contest".

The English Journal, 11:293-96, May, 1922.

As a part of a Better Speech Program, a discussion contest was

held in which various subjects of common and general interest were informally discussed by contestants, then rated by a board of judges.

273. Hazel V. Paris, "Native study in commercial English I".

The English Journal, 11:331-40, June, 1922.

Plans of interest to a class of "repeaters" were made when the teacher discovered they all knew a great deal about outdoor life. The names of those seeing a new variety of bird or flower first were kept on the board. Flower and botany lessons were given to motivate nature poems. Oral and written accounts were made of hikes, camping trips, birds, flowers, and animals. Lectures and displays were also arranged.

274. Annie F. Kellogg, "An experiment to increase vocabulary".

The English Journal, 11:341-48, June, 1922.

An experiment was conducted among pupils with limited reading vocabularies. Two or three new words with definitions were given each day and the variety of words used at the beginning and at the end of the experiment was tested. The class was asked to suggest words. Derivatives were noted in this study.

275. Anna Theresa Marble, "Model making in the literature class".

The English Journal, 11:366-68, June, 1922

Models were made in a literature class of a Shakesperian theater and Odysseus's Hall. Pictures of the characters were cut and placed on the stage.

276. Allan H. Gilbert, "What shall we do with freshman themes?".

1945 in which various subjects of color on the general subject of the
formerly discussed by commentators, then referred to by a board of judges.

232. Hazel V. Davis, "White's story in experimental English 11".

The English Journal, 11:281-82, June, 1922.

White's interest in a class of "white" words was not the
teacher discovered they all knew a great deal about English 11. The
names of those seeking a new variety of bird or flower class were kept
in the board. Flower and poetry lessons were given to motivate nature
poems. One of the written accounts were made of birds, and in writing
birds, flowers, and children. Lectures and displays were also arranged.

234. Annie E. Kellogg, "An experiment in language vocabulary".

The English Journal, 11:281-82, June, 1922.

An experiment was conducted among the 11th with limited reading
vocabulary. Two of these words with definitions were given each
day and the variety of words used at the beginning and at the end of
the experiment was noted. The class was asked to suggest words.
Derivatives were noted in this group.

235. Anna Theresa Smith, "Model writing in the literature class".

The English Journal, 11:282-83, June, 1922.

Models were made in a literature class of a Shakespearean letter
and Oppenheimer's 11.1. Portions of the story were read and placed on
the stage.

236. William H. Stewart, "What shall we do with 'Famous' literature?"

The English Journal, 11:392-93, September, 1922

The value of the personal conference is discussed.

277. Nellie V. Pitts, "Dramatic history through construction".

The English Journal, 11:429, September, 1922.

In a study of the development of drama, the class was divided into groups. Each group was assigned the task of constructing one of the six types of stages; in church, in the church-yard, a stage on wheels, a three-story stage, the inn-porch, and the Elizabethan Theater.

278. Lucy Welty, "Teaching The Iliad".

The English Journal, 11:431, September, 1922.

A class in The Iliad was divided into groups for dramatizing. Each group was responsible for certain scenes. The play was presented before the high school.

279. Jane Anderson Hilson and Katherine E. Wheeling, "Illustrative material for high-school literature".

The English Journal, 11:482-90, October, 1922.

Music and pictures are helpful in adding a new interest to a story. Material is listed for Addison, Browning, Burke, Byron, Burns, Chaucer, Coleridge, Cooper, and Dickens.

280. Melissa A. Jones, "Dangers and possibilities of the project".

The English Journal, 11:497-501, October, 1922.

As a result of Good Speech Week, a class of eighth-grade pupils decided to form a club, the Good Speech Circle. Oral debates, four-minute speeches, compositions, and biographies were planned. A pro-

The English Journal, 11:432-33, September, 1932.

The value of the personal conference is discussed.

XV. Noel de V. Pitter, "Literary History through a microscope".

The English Journal, 11:433, September, 1932.

In a study of the development of drama, the class was divided into groups. Each group was assigned the task of contrasting one of the six types of drama; in other words, in the modern-drama, a stage on wheels, a three-act play, the one-act play, and the Elizabethan Theatre.

XVI. Lucy Kelly, "Teaching the Play".

The English Journal, 11:434, September, 1932.

A class in the field was divided into groups for dramatizing. Each group was responsible for certain scenes. The play was presented before the high school.

XVII. Jane Anderson Hines and Katherine B. Wheeler, "Literature

adapted for high-school literature".

The English Journal, 11:435-36, October, 1932.

Music and literature are related in giving a new interest to a story. Material is listed for analysis, Browning, Hardy, Burns, Chaucer, Coleridge, Cooper, and Dickens.

XVIII. William A. Jones, "Lectures and recitations of the project".

The English Journal, 11:437-38, October, 1932.

In a study of the development of drama, a class of eight-grade pupils decided to form a club, the Good Speech Circle. Oral debates, formal debates, compositions, and dramatics were planned. A pro-

ject decided upon, "Men and Women Worth-while in Atlantic City's History", included interviews with prominent people, photographs, and statistics put into book-form, and ended with a dramatization of the entire project as a Commencement feature.

281. Milnor Dorey, "A practical school dramatic society".

The English Journal, 11:506-7, October, 1922.

A society, open only to honor students, was organized to interest pupils in the study of such literature as is not generally included in the regular curriculum. Antigone, Plantus' The Twins, Moliere's The Doctor In Spite of Himself, Everyman, and other more modern plays were presented. Finally, a play was written by members of the class and produced.

282. Gertrude Booth Heard, "Humanizing English literature".

The English Journal, 11:545-53, November, 1922.

A class in English literature was organized as a club. Notebooks were made, containing original compositions, plays, pictures, and quotations. The course was made vivid by the use of pageantry and dramatization.

283. Jane Anderson Hilson and Katherine E. Wheeling, "Illustrative material for high school literature **II**".

The English Journal, 11:569-76, November, 1922.

Illustrative Material is listed for teaching George Eliot, Benjamin Franklin, Gashell, Goldsmith, Gray, Hawthorne, and Homer.

Just decided upon, "Men and Women Worthwhile in Atlantic City's History", included interviews with prominent people, photographs, and illustrations put into book-form, and worked with a great deal of the entire subject as a Commission of the City.

381. Minor Party, "A Practical School Manual for the City".

The English Journal, 11:505-7, October, 1932.

A society, open only to senior students, was organized to interest in this in the study of such literature as is not generally included in the regular curriculum. Allegiance, Plutarch, The Taming of the Shrew, Factor in State of Hawaii, Switzerland, and other such modern plays were presented. Finally, a play was written by students of the class and produced.

382. Gertrude Booth Heath, "Reconstructing English Literature".

The English Journal, 11:545-55, November, 1932.

A class in English literature was organized as a series of lectures were made, containing original compositions, plays, pictures, and quotations. The course was made vivid by the use of pictures and dramatization.

383. Jane Anderson Wilson and Katherine E. Wood Lee, "Illustrative Material for High School Literature II".

The English Journal, 11:565-75, November, 1932.

Illustrative material is listed for teaching George Eliot, Benjamin Franklin, Gethse, Goldsmith, Gray, Hawthorne, and Homer.

284. W. Wilbur Hatfield, "The project method in Composition I".

The English Journal, 11:599-609, December, 1922.

The English teacher asks her class to tell about the books they have been reading so she can decide what she wants to buy for a boy and a girl whom she knows.

For a project on "How to Study" the pupils describe their own methods of attacking certain study problems.

Saturday Evening Post covers stimulate written composition.

285. Paul Speicker, "Building a background for Business English".

The English Journal, 11:621-27, December, 1922.

Interest in Business English was aroused through the reading of business books and magazines. Too technical study of forms of letters was avoided.

286. Jane Anderson Hilson and Katherine C. Wheeling, "Illustrative material for high school literature III".

The English Journal, 11:632-41, December, 1922.

Illustrations are listed for Holmes, Irving, Keats, Kipling, Lincoln, and Longfellow.

287. Lillian E. Whiton, "Just as it occurred".

The English Journal, 11:645, December, 1922.

Two minute lectures or talks serve as oral composition for an eighth-grade class. Topics are of an informational nature and of general interest to the class. Each talk is followed by general discussion.

1984. W. Wilbur Hatfield, "The project method in Composition I".
The English Journal, 11:599-609, December, 1932.

The English teacher asks her class to tell about the books they have been reading so she can decide what she wants to buy for a boy and a girl whom she knows.

For a project on "How to Study" the pupils describe their own methods of attacking certain study problems.

September Evening Post covers stimulate written composition.

1985. Paul Spicker, "Building a background for Business English".
The English Journal, 11:621-27, December, 1932.

Interest in Business English was aroused through the reading of business books and magazines. Too technical study of forms of letters was avoided.

1986. Jane Anderson Hilson and Katherine C. Whelpley, "Illustrative material for high school literature III".
The English Journal, 11:632-41, December, 1932.

Illustrations are listed for Holmes, Irving, Keweenaw, Kipling, Lincoln, and Longfellow.

1987. Lillian E. Whitton, "Just as it occurred".
The English Journal, 11:645, December, 1932.

Two minute lectures or talks serve as oral composition for an eighth-grade class. Topics are of an informational nature and of general interest to the class. Each talk is followed by general discussion.

288. W. Wilbur Hatfield, "The project method in Composition II".

The English Journal, 12:11-23, January, 1923.

Such projects are suggested as: a literary society, contributions to local papers, booklets of the city, cooperative studies of topics in geography, history or science.

289. H. P. Scott, "Making themes mean something".

The English Journal, 12:93-7, February, 1923.

Each pupil was asked at the beginning of a freshman composition course to choose for himself a community from which he could draw material for his themes. A "community" might even include such groups as persons engaged in a certain occupation, such as railroading or salesmanship. First semester compositions treated description and narration. Second semester themes on exposition and argumentation were based on pupils' independent reading.

290. W. Wilbur Hatfield, "The project method in Composition III".

The English Journal, 12:107-16, February, 1923.

The game is mentioned as a means of motivating drill.

291. Jane Anderson Hilson and Katherine C. Wheeling, "Illustrative material for high-school literature IV".

The English Journal, 12:126-33, February, 1923.

Illustrations are listed for Longfellow and Lowell. A list of publishers' addresses is given.

288. W. Wilson Harkins, "The project method in Composition II".

The English Journal, 12:11-22, January, 1922.

Such projects are suggested as: a literary society, contributions to local papers, booklets of the city, cooperative studies of topics in geography, history or science.

289. H. P. Scott, "Making themes mean something".

The English Journal, 12:22-7, February, 1922.

Each pupil was asked at the beginning of a freshman composition course to choose for himself a community from which he could draw material for his themes. A "community" might even include such groups as persons engaged in a certain occupation, such as relieving or salaried. First semester composition treated description and narration. Second semester themes on exposition and argumentation were based on pupils' independent reading.

290. W. Wilson Harkins, "The project method in Composition III".

The English Journal, 12:107-16, February, 1922.

The same is mentioned as a means of motivating drill.

291. Jane Anderson Wilson and Katherine G. Whoolley, "Illustrative

material for high-school literature IV".

The English Journal, 12:122-23, February, 1922.

Illustrations are listed for Longfellow and Lowell. A list of

publishers' addresses is given.

292. Bessie M. Huff, "Journalism, a socializing agency".

The English Journal, 12:136-37, February, 1923.

A "Press Association" was organized as an honorary society, every member of which must have printed in the school paper five columns, or six hundred lines, of news just as he wrote them. Oral expression was practiced through interviews, and a definite use was shown for good sentence structure and spelling.

293. Jane Anderson Hilson and Katherine C. Wheeling, "Illustrative material for high-school literature V".

The English Journal, 12:189-200, March, 1923.

Illustrations are listed for Milton, Old Testament stories, Parkman, Poe, Theodore Roosevelt, Scott, and Shakespeare.

294. O. N. Hanna, "The class newspaper".

The English Journal, 12:205-7, March, 1923.

A class newspaper should furnish a motive for all the pupils to produce a "real situation" for composition. In this project every pupil in class was made editor or reporter. Newspaper and magazine articles were studied as composition models. One day a week was called "Newspaper day".

295. Harold Saxe Tuttle, "Two plays are better than one".

The English Journal, 12:240-44, April, 1923.

Six weeks of English classes were devoted to the study of dramatic composition. Credit was given to actors as a part of the course. Two

292. Bessie W. Holt, "Journalism, a socializing agency".

The English Journal, 12:135-37, February, 1923.

A "Press Association" was organized as an honorary society, every member of which must have printed in the school paper five columns, or six hundred lines, of news just as he wrote them. Oral expression was practiced through interviews, and a definite use was shown for good sentence structure and spelling.

293. Jane Anderson Wilson and Katherine C. Whelling, "Illustrative material for high-school literature".

The English Journal, 12:199-203, March, 1923.

Illustrations are listed for Milton, Old Testament stories, Parkman, Poe, Theodore Roosevelt, Scott, and Shakespeare.

294. O. W. Hannay, "The class newspaper".

The English Journal, 12:332-37, March, 1923.

A class newspaper should furnish a motive for all the pupils to produce a "real situation" for composition. In this project every pupil in class was made editor or reporter. Newspaper and magazine articles were studied as composition models. One day a week was called "Newspaper day".

295. Harold Gene Tuttle, "Two plays are better than one".

The English Journal, 12:240-44, April, 1923.

Six weeks of English classes were devoted to the study of dramatic composition. Credit was given to actors as a part of the course. Two

shorter plays were given in place of one long one. Those in the class who did not act wrote original plays suitable for a twenty-minute assembly program.

296. Jane Anderson Hilson and Katherine C. Wheeling, "Illustrative material for high-school literature VI".

The English Journal, 12:266-73, April, 1923.

Material is listed for Shakespeare, Stevenson, Tennyson, and Thackeray.

297. Margaret A. Ballantine, "Making a good start".

The English Journal, 12:277-78, April, 1923.

Burrough's essay was used to win pupils' immediate interest in English. Lists were made of birds known by pupils, and contributions were made by the pupils from their own experiences and observation. An exhibit of birds' nests was made.

298. Hubert A. Wright, "The solution of Burke".

The English Journal, 12:317-21, May, 1923.

An introduction to the study of Burke's Essay was made by a number of debates. These led up to such a debate as: "Resolved that England should establish the equity and justice of a taxation of America by grant and not by imposition", for which the Essay served constantly as proof.

299. Jane Anderson Hilson and Katherine C. Wheeling, "Illustrative material for high-school literature VII. Concluded".

The English Journal, 12:334-43, May, 1923.

shorter plays were given in place of one long one. Those in the class who did not write original plays submitted for a twenty-minute assembly program.

236. Jane Anderson Wilson and Katherine G. Whelpling, "Illustrative material for high-school literature VI".

The English Journal, 12:222-23, April, 1923.

Material is listed for Shakespeare, Stevenson, Tennyson, and Thackeray.

237. Margaret A. Hollandine, "Making a good start".

The English Journal, 12:277-78, April, 1923.

Brown's essay was used to win pupils' interest in English. Lists were made of birds known by pupils, and contributions were made by the pupils from their own experiences and observation. An exhibit of birds' nests was made.

238. Hubert A. Knight, "The religion of Burke".

The English Journal, 12:217-21, May, 1923.

An introduction to the study of Burke's Essay was made by a number of debates. These led up to such a debate as: "Resolved that England should establish the equity and justice of a taxation of America by Great Britain and not by imposition", for which the Essay served constantly as proof.

239. Jane Anderson Wilson and Katherine G. Whelpling, "Illustrative material for high-school literature VII. Concluded".

The English Journal, 12:234-45, May, 1923.

Illustrations are listed for Thackeray, Mark Twain, George Washington, Whittier, and Wordsworth; supplementary material is given for American poetry.

300. Alma Elizabeth Gunning, "Red-letter days".

The English Journal, 12:344-46, May, 1923.

A contest was conducted during the reading of A Tale of Two Cities in which girls competed against boys in answering questions. The trial of Charles Darnay was carried on by the class as an actual event.

301. Mary E. Johnson, "Better speech and Latin I".

The English Journal, 12:416-17, June, 1923.

An assembly program was given by a Latin class to observe Better Speech Week. Derivatives of Latin words were pointed out in these exercises.

302. C. J. Butler, "One way to motivate letter writing".

The English Journal, 12:421, June, 1923.

One way to motivate letter-writing is to have pupils write to certain concerns or institutions for something really needed by school or teacher.

303. Adelaide Cunningham, "Teaching English with the movies".

The English Journal, 12:488-90, September, 1923.

At the beginning of the class study of Silas Marner the teacher promised to show the pupils a movie of the book. Dramatizations were presented in class. Comments and criticisms of the movie were given after it was shown.

Illustrations are listed for Thompson, Mark Twain, George Washington.

Whittier, and Hawthorne; supplementary material is given for American

poetry.

300. Alice Elizabeth Gunning, "Red-letter days".

The English Journal, 22:222-26, May, 1933.

A contest was conducted during the reading of A Tale of Two Cities in which girls competed against boys in answering questions. The trial of Charles Darnay was carried on by the class as an actual event.

301. Mary E. Johnson, "Better speech and better life".

The English Journal, 19:418-17, June, 1932.

An assembly program was given by a Latin class to observe Better Speech Week. Derivatives of Latin words were pointed out in these exercises.

302. C. J. Butler, "One way to motivate letter writing".

The English Journal, 18:421, June, 1932.

One way to motivate letter-writing is to have pupils write to certain concerns or institutions for something really needed by school or teacher.

303. Adelaide Cunningham, "Teaching English with the movies".

The English Journal, 18:488-90, September, 1932.

At the beginning of the class study of Ellen West the teacher promised to show the pupils a movie of the book. Examinations were presented in class. Comments and criticisms of the movie were given after it was shown.

304. Irvin C. Poley, "Motivation for reading aloud".

The English Journal, 12:490, September, 1923.

Players are chosen by lot one hour before the contest for an extemporaneous speaking contest.

305. Clement E. Faust, "Informal cooperation with the English teacher".

The English Journal, 12:556-63, October, 1923.

Cooperative plans suggested by various schools are: technical spelling lists, joint projects with commercial geography class, historical novels in connection with the history course, themes based on work in other classes, and an emphasis on correct spelling by teachers of other classes.

306. Robert Granville, "The high-school paper as an English project".

The English Journal, 12:566-68, October, 1923.

A senior English class undertook the publishing of one issue of the school paper, the work taking the place of the regular composition. Editorials, student opinion, personal column, a literary department, etc., were written.

307. Bertha Evans Ward, "Reading with high-school freshmen".

The English Journal, 12:672-76, December, 1923.

A study of The Crisis was made: first, as an interesting book with valuable information; second, as a means of interesting the pupil in more books in biography and history. Activities carried on were: dramatization, poster-making, original pictures of characters, exhibits of Civil War relics

304. Irvin G. Polay, "Motivation for reading aloud".

The English Journal, 12:150, September, 1923.

Players are chosen by lot one hour before the contest for an

extemporaneous speaking contest.

305. Clement E. Farah, "Intensive cooperation with the English teacher".

The English Journal, 12:224-23, October, 1923.

Cooperative plans suggested by various schools are: technical

spelling lists, joint projects with commercial geography class, historical

novels in connection with the history course, themes based on work in

other classes, and an emphasis on correct spelling by teachers of other

classes.

306. Robert Granville, "The high-school paper as an English project".

The English Journal, 12:234-35, October, 1923.

A senior English class undertook the publishing of one issue of

the school paper, the work taking the place of the regular composition.

Editorials, student opinion, personal columns, a literary department, etc.,

were written.

307. Martha Evans Ward, "Reading with high-school freshmen".

The English Journal, 12:173-75, December, 1923.

A study of The Golem was made: first, as an interesting book with

valuable information; second, as a means of increasing the pupil's more

books in biography, and history. Activities carried on were: dramatization

poster-making, original pictures of characters, exhibits of Civil War relics

with talks, maps of territory, illustrated notebooks, and a study of fashion books of the period. Daily oral composition was stimulated.

308. Donald I. Bond, "A method of teaching contemporary poetry".

The English Journal, 12:679-85, December, 1923.

A class compiled an anthology of contemporary poems taken from newspapers and magazines. By grouping them according to subject the pupils were shown the universal interest of modern poetry.

309. "The Prize Composition Projects Contest sponsored by the English Journal".

The English Journal, 12:702-5, December, 1923.

Projects in composition receiving prizes by The English Journal were: "American Hero Tales"; "Appeal of Advertising"; "Friday Before Christmas" (International Christmas); "What We Have In Our Town"; and "A Business-English Project" (the business side of the high school).

310. Arthur Lee, "Literary societies in a small high school".

The English Journal, 13:35-38, January, 1924.

The literary societies in one small high school were found valuable for programs and plays given once a year by each society. These were helpful in oral English work.

311. Clara M. Ryan, "A project in high school journalism".

The English Journal, 13:129-30, February, 1924.

Five to eight weeks of senior composition work in a small high school was devoted to journalism. Publication was made in the daily paper

with talks, maps of territory, illustrated notebooks, and a study of
fiction books of the period. Daily oral composition was stimulated.

308. Donald I. Bone, "A method of teaching contemporary poetry".

The English Journal, 13:875-88, December, 1922.

A class compiled an anthology of contemporary poems taken from
newspapers and magazines. By grouping them according to subject the
pupils were shown the universal interest of modern poetry.

309. "The Prize Composition Projects Contest sponsored by the English

Journal".

The English Journal, 13:702-5, December, 1922.

Projects in composition receiving prizes by The English Journal

were: "American Hero Tales"; "Appeal of Advertising"; "Friday Before
Christmas" (International Christmas); "What We Have in Our Town"; and
"A Business-English Project" (the business side of the high school).

310. Arthur Lee, "Literary societies in a small high school".

The English Journal, 13:75-88, January, 1924.

The literary societies in one small high school were found valuable
for programs and plays given once a year by each society. There were
helpful in oral English work.

311. Clara M. Ryan, "A project in high school journalism".

The English Journal, 13:122-30, February, 1924.

Five to eight weeks of regular composition work in a small high
school was devoted to journalism. Publication was made in the daily paper

of the town.

312. Helen L. Peets, "The project of a journey".

The English Journal, 13:133-36, February, 1924.

A "Make-Believe" journey to towns in which American authors and poets lived was taken by a class studying American literature.

Postcards were sent for, and letters were written to heads of English departments, chambers of commerce, postmasters, and historical societies for information. Compositions in the form of a diary were written. Booklets were made of the entire project.

313. Allen Oscar Hansen, "Objectives other than English skills".

The English Journal, 13:179-83, March, 1924.

Pupils were given the opportunity to choose a "vital interest" to study, investigate, and write about.

314. Dora V. Smith, "More illustrative material for high school literature".

The English Journal, 13:191-200, March, 1924.

Illustrative material is listed for: Addison, Bacon, Burns, Byron, Carlyle, Castles, Cathedrals, Chaucer, Dickens, The English Lakes, Gray, Hardy Johnson, Keats, London, Manuscripts, Oxford, Cambridge and the Thames, Pope, Portraits, Scott, and Shakespeare.

315. Eva McKinley West, "Dramatizing Old English ballads".

The English Journal, 13:213-14, March, 1924 (III).

During a study of Old English Ballads, four ballads were dramatized, costumes and scenery were made, music arranged, and a presentation was

of the town.

312. Helen J. Foster, "The Project of a Journey".

The English Journal, 13:153-56, February, 1924.

A "Make-Believe" Journey to towns in which American authors and

poets lived was taken by a class studying American literature.

Postcards were sent for, and letters were written to heads of

English departments, members of committees, postmasters, and historical

societies for information. Composition in the form of a diary were

written. Booklets were made of the entire project.

313. Allen Oscar Hansen, "Objectives other than English ability".

The English Journal, 13:178-82, March, 1924.

Pupils were given the opportunity to choose a "vital interest" to

study, investigate, and write about.

314. Horv V. Smith, "More illustrative material for high school literature".

The English Journal, 13:191-200, March, 1924.

Illustrative material is listed for: Addison, Bacon, Burns, Byron,

Carlyle, Collier, Crabbe, Emerson, Dickens, The English Lakes, Gray,

Hardy Johnson, Keats, London, Manuscripts, Oxford, Cambridge and the

Temple, Pope, Poushkin, Scott, and Shakespeare.

315. Eva McKinlay West, "Promoting Old English ballads".

The English Journal, 13:212-14, March, 1924 (III).

During a study of Old English Ballads, four ballads were dramatized,

costumes and scenery were made, music arranged, and a presentation was

given in assembly.

316. Gertrude Enfield, "Does the pageant vitalize literature ?".

The English Journal, 13:267-69, April, 1924.

A pageant of literature was presented to the student body. Poems, scenes from novels, and living pictures of great poets were represented, concluding with "The Holy Grail".

317. Kilsey Guilfoil, "Correlating the school paper and English composition".

The English Journal, 13:269-71, April, 1924.

The method was tried of considering work done for the school paper a part of the work in composition. The incentive of publication was thus offered to composition classes.

318. Dorothy Weller, "An illuminating experience with a class in English literature".

The English Journal, 13:274-76, April, 1924.

A scrapbook of modern clippings employing classic allusions was made to interest a class in English literature which had done practically no reading. The Anglo-Saxon period was approached through more recent English literature.

319. Vera E. Fawcett, "A unique project in high-school journalism".

The English Journal, 13:276-79, April, 1924.

A country newspaper was edited by rural high school pupils as an English project. Being the only paper published in the community, it emphasized community affairs and news rather than school activities.

given in assembly.

318. Gertrude Edfeldt, "Does the peasant value literature?"

The English Journal, 13:287-89, April, 1934.

A pageant of literature was presented to the student body. Poems, scenes from novels, and living pictures of great poets were represented, concluding with "The Holy Grail".

317. Elsie Gulliford, "Comparing the school paper and English composition"

The English Journal, 13:283-71, April, 1934.

The method was tried of considering work done for the school paper a part of the work in composition. The incentive of publication was thus offered to composition classes.

316. Dorothy Walker, "An illuminating experience with a class in English literature".

The English Journal, 13:274-75, April, 1934.

A samplebook of modern classics emphasizing classic allusion was made to interest a class in English literature which had done practically no reading. The Anglo-Saxon period was approached through more recent English literature.

315. Vera E. Fawcett, "A unique project in high-school journalism".

The English Journal, 13:276-79, April, 1934.

A country newspaper was edited by rural high school pupils as an English project. Being the only paper published in the community, it emphasized community affairs and news rather than school activities.

320. Marion C. Sheridan, "Scrapbooks: An experiment".

The English Journal, 13:279-81, April, 1924.

Each pupil in the English class chose a subject in accordance with his individual interest, upon which he gathered all possible material. Oral reports were given each month, using illustrative material. Artistic books were made to show off the material to advantage.

321. F. H. Adler, "Ivanhoe and the tournament".

The English Journal, 13:284-85, April, 1924.

A mock tournament was used to motivate the study of Ivanhoe. Every pupil made a shield for himself on which he placed his motto. The tournament consisted of answering questions about the story.

322. Ethel E. Holmes, "An assembly program".

The English Journal, 13:341-42, May, 1924.

An assembly program consisted of a symposium of gods and goddesses based on the mythology essential for The Odyssey. Costumes and dances formed a part of the program.

323. Ida E. Nelson, "Current reading as a stimulus".

The English Journal, 13:389-96, June, 1924.

Contemporary literature was studied by tenth and eleventh year English classes to stimulate interest in literature. The class was organized as a club, and program notebooks were kept of synopses of talks, personal attainments, and criticisms of speakers' achievement.

300. Marion G. Stewart, "Geography: An experiment".

The English Journal, 13:273-81, April, 1924.

Each pupil in the English class chose a subject in accordance with his individual interest, upon which he gathered all possible material. Oral reports were given each month, using illustrative material. Artistic books were made to show off the material to advantage.

301. F. H. Allen, "Ivanhoe and the tournament".

The English Journal, 13:284-92, April, 1924.

A mock tournament was used to motivate the study of Ivanhoe. Every pupil made a shield for himself on which he placed his motto. The tournament consisted of answering questions about the story.

302. Ethel E. Halsey, "An assembly program".

The English Journal, 13:341-42, May, 1924.

An assembly program consisted of a synopsis of gods and goddesses based on the mythology essential for The Iliad. Costumes and dances formed a part of the program.

303. Ida E. Nelson, "Country, resting as a stimulus".

The English Journal, 13:328-30, June, 1924.

Contemporary literature was studied by tenth and eleventh year English classes to attain to interest in literature. The class was organized as a club, and program notebooks were kept of synopsis of talks, personal attainments, and criticisms of speakers' achievement.

324. Julia D. Randall, "A simultaneous pentagon of debates".

The English Journal, 13:417-19, June, 1924.

A simultaneous five-cornered debate proved interesting. Arrangements were the same as for a triangle debate.

325. Eugene Thompson, "Class averages in English".

The English Journal, 13:419-22, June, 1924.

Competition through class averages afforded motivation to an English class. Girls competed against boys. Grades were based on compositions and oral English. Charts and graphs were kept on display.

326. Joyce Durfee, "A Shakespeare game".

The English Journal, 13:425, June, 1924.

A game was devised in which pupils guessed the Shakesperian character or play suggested by certain noun phrases.

327. E. A. Cross, "Junior-high composition again".

The English Journal, 13:401-7, June, 1924.

Why not cooperate with other departments in English composition ? Three accurately written paragraphs required of each junior high pupil every week might well be taken from requirements for other courses. Larger projects could be planned with this same method.

328. Irma Davis and Jenny Lind Green, "An experiment with A, B, and C intelligence groups".

The English Journal, 13:457-62, September, 1924.

Projects, varied according to group intelligence, were carried out

Projects, varied according to group intelligence, were carried out

The English Journal, 13:457-52, September, 1961.

intelligence groups".

323. Lenz Healy and Jerry Lutz Green, "An experiment with A, B, and C

larger projects could be planned with this same method.

every week might well be taken from requirements for other courses.

Three accounts of written paragraphs required of each junior high pupil

Why not cooperate with other departments in English composition?

The English Journal, 13:431-7, June, 1961.

327. E. A. Olson, "Union-high composition again".

character or play suggested by certain noun phrases.

A game was devised in which pupils translated the Esperanto

The English Journal, 13:422, June, 1961.

326. Joyce Hurst, "A Shakespeare game".

compositions and oral dialogues. Charts and graphs were kept on display.

English class. Girls competed against boys. Grades were based on

Composition through class averages afforded motivation to an

The English Journal, 13:419-22, June, 1961.

325. Eugene Thompson, "Class averages in English".

grades were the same as for a language debate.

A simultaneous five-cornered debate proved interesting. Average-

The English Journal, 13:417-18, June, 1961.

324. John D. Kent II, "A simultaneous pentagon of debates".

as experiments: a publicity campaign for city progress, Good Book Week, Armistice Day, debates, civic club work for improving local conditions, etc.

329. D. Davis Farrington, "Oral work and democracy".

The English Journal, 13:478-82, September, 1924.

"Democracy" may serve as a unifying idea for oral composition.

Problems range from student self-government to the industrial, educational, and political problems of a nation.

330. A. Laura McGregor, "A lesson series: the correlation of music and literature".

The English Journal, 13:489-93, September, 1924.

Plans are given for the use of music as a prelude to poetry to evoke the appropriate mood.

331. Helen I. Maxfield, "Brightening the corners".

The English Journal, 13:498, September, 1924.

In connection with the study of the life of Franklin, pupils were assigned a selection from Poor Richard containing at least one hundred proverbs for which they found illustrations, original or from advertisements.

332. Luella B. Cook, "Old wine in new bottles".

The English Journal, 13:549-59, October, 1924.

The school paper and business letter are devices for teaching composition. Advertising and salesmanship offer additional project material.

as experiments: a publicity campaign for city progress, Good Book Week, American Day, debates, civic club work for improving local conditions, etc.

323. D. Davis Farrington, "Oral work and democracy".

The English Journal, 13:478-82, September, 1922.

"Democracy" may serve as a unifying idea for oral composition.

Problems range from student self-government to the industrial, educational,

and political problems of a nation.

324. A. Laura McGregor, "A lesson series: the correlation of music and

literature".

The English Journal, 13:489-92, September, 1922.

Plans are given for the use of music as a prelude to poetry so

evolve the appropriate mood.

325. Helen I. Kenfield, "Unifying the course".

The English Journal, 13:492, September, 1922.

I, connection with the study of the life of Franklin, pupils were

assigned a selection from Four Highland containing at least one hundred

proverbs for which they found illustrations, original or from advertising-

media.

326. Lucile B. Cook, "Old wine in new bottles".

The English Journal, 13:545-50, October, 1922.

The school paper and business letter are devices for teaching

composition. Advertising and correspondence offer additional project material.

333. Blandford Jennings, "Rehabilitating outside reading".

The English Journal, 13:560-67, October, 1924.

Personal conference is valuable in stimulating outside reading.

334. Rewey Belle Inglis, "Popularizing accuracy".

The English Journal, 13:567-68, October, 1924.

Contests are suggested for grammar drills. Specific recognition should be made of victors.

335. Thomas C. Blaisdell, "Symposium: Habit-building in spoken language".

The English Journal, 13:584-85, October, 1924.

The language game is invaluable in every grade from the first to the twelfth.

336. Helen M. Francis, "The proverbial plum".

The English Journal, 13:592-5, October, 1924.

A half-hour of reading every week is done by the teacher to stimulate outside reading.

337. Max I. Herzberg, "The twin arts".

The English Journal, 13:619-29, November, 1924.

The groups of poetry and music which may be related are: the poets who wrote their poems in terms of music; the musical composers who wrote incidental music for plays or composed music for poems; and musical compositions not directly related but appealing to the themes of literature.

333. Harbord Jennings, "Rehabilitating outside reading".

The English Journal, 13:560-67, October, 1934.

Personal conference is valuable in stimulating outside reading.

334. Henry Belle LaRue, "Rehabilitating reading".

The English Journal, 13:587-88, October, 1934.

Outside are suggested for grammar drill. Specific recognition

should be made of visitors.

335. Thomas H. Winstedell, "Symposium: Habit-building in spoken language".

The English Journal, 13:584-85, October, 1934.

The language game is introduced in every grade from the first to

the twelfth.

336. Helen W. Fernald, "The proverbial plus".

The English Journal, 13:592-5, October, 1934.

A half-hour of reading every week is done by the teacher to

stimulate outside reading.

337. Max I. Werbaug, "The twin arts".

The English Journal, 13:619-20, November, 1934.

The groups of poetry and music which may be related are: the poets

who wrote their poems in terms of music; the musical composers who wrote

incidental music for plays or composed music for poems; and musical

compositions not directly related but appealing to the theme of

literature.

338. Gladys Campbell, "Training high-school students to visualize descriptive literature".

The English Journal, 13:642-48, November, 1924.

An activity is described which children have found enjoyable - the planning of illustrations for their various stories. The pictures may be sketched, painted, or written into word-pictures.

339. Marion Lons, "The library in the junior high school".

The English Journal, 13:653-61, November, 1924.

A reading room with open shelves; magazine and newspaper stands, files of lantern slides, postal cards, visual materials of various kinds, and victrola records was arranged to motivate reading. A conference room held all kinds of interesting exhibits. Individual projects such as special study of birds for Scout credit, Book Explorers' Club, and Cartoon Club were encouraged.

340. Dora M. Davis, "A Shakespeare Commemoration Volume".

The English Journal, 13:668-71, November, 1924.

An English class decided to compile a commemoration volume in honor of the tercentenary of the publication of the First Folio. Material was supplied by reviews of plays, accounts of plays seen by pupils in New York or heard over radio, articles on the life of Shakespeare, interpretation of characters, etc. Through making this book, interest was aroused in Shakespeare and in composition.

328. Gladys Campbell, "Training high-school students to visualize descriptive literature".

The English Journal, 13:543-48, November, 1924.

An activity is described which children have found enjoyable - the planning of illustrations for their various stories. The pictures may be sketched, painted, or written into word-pictures.

329. Marion Lane, "The library in the Junior High School".

The English Journal, 13:553-57, November, 1924.

A reading room with open shelves, magazines and newspaper stands, files of lantern slides, pocket notes, visual materials of various kinds, and records were arranged to motivate reading. A conference room held all kinds of interesting activities. Individual projects such as special study of books for book credit, Book Exchanges, Club, and Cartoon Club were encouraged.

330. Doris M. Davis, "A Shakespeare Commemorative Volume".

The English Journal, 13:568-71, November, 1924.

An English class decided to compile a commemorative volume in honor of the fourteenth of the publication of the First Folio. Material was supplied by reviews of plays, accounts of plays seen by pupils in New York or heard over radio, articles on the life of Shakespeare, interpretation of characters, etc. Through making this book, interest was aroused in Shakespeare and in composition.

341. Louise A. Wilson, "An hour with Poe".

The English Journal, 13:673-74, November, 1924.

A Poe program was arranged by pupils: -- a play with the plots of three stories combined, talks related to Poe, the reading of poems, and the dramatization of "The Raven".

342. Grace T. Lewis, "Extemporaneous speaking in the high school".

The English Journal, 13:720-23, December, 1924.

Yearly contests in extemporaneous speaking were sponsored in this high school with prizes offered. The experiment was tried of choosing six senior speakers through preliminaries to follow the same plan for a Commencement program.

343. Gertrude Klein, "The once-upon-a-time club".

The English Journal, 13:724-26, December, 1924.

The aim of this "Once-upon-a-Time Club" was to tell interesting stories in an interesting way. Club programs contained word-guessing games, dramatic recitations, and dramatizations of scenes.

344. Glenn Clark, "Putting new values in local color".

The English Journal, 13:738-41, December, 1924.

An exchange of letters between a Minnesota school and a school in Arkansas showed the interest in "local color" descriptions.

345. Charles Robert Gaston, "New kinds of books for our school libraries".

The English Journal, 13:741-43, December, 1924.

Interesting books might be made on "Middle-Aged Folks"; "Old Folks

341. James A. Wilson, "An hour with Poe".

The English Journal, 13:773-74, November, 1924.

A Poe program was arranged by pupils: a play with the plots of three stories combined, talks related to Poe, the reading of poems, and the dramatization of "The Raven".

342. Grace T. Lewis, "Extracurricular speaking in the high school".

The English Journal, 13:720-23, December, 1924.

Yearly contests in extracurricular speaking were sponsored in this high school with prizes offered. The experiment was tried at choosing six senior speakers through preliminary to follow the same plan for a Commencement program.

343. Gertrude Klein, "The once-upon-a-time club".

The English Journal, 13:724-25, December, 1924.

The aim of this "Once-upon-a-Time Club" was to tell interesting stories in an interesting way. Club programs contained word-guessing games, dramatic recitations, and dramatizations of scenes.

344. Glenn Clark, "Fitting new values in local color".

The English Journal, 13:758-61, December, 1924.

An exchange of letters between a Minnesota school and a school in Arkansas showed the interest in "local color" descriptions.

345. Charles Robert Gaston, "New kinds of books for our school libraries".

The English Journal, 13:741-43, December, 1924.

Interesting books might be made on "Middle-aged Folks"; "Old Folks

of Fiction"; "The Freaks of Fiction"; "Fictitious Grouches"; "The Days of Fiction"; "Young People of the Drama", etc. The writing of such books by pupils would necessitate letters of information and appreciation as well as the stories.

346. Irvin C. Poley, "Modern drama and its place in the class room".

The English Journal, 14:22-27, January, 1925.

Drama may be used in the class-room as motivation for oral composition, for play writing, and for the appreciation of good drama.

347. Elmer C. Stauffer, "A laboratory experiment in English composition".

The English Journal, 14:27-31, January, 1925.

Individual conferences were held with every pupil during the regular class period. Books were provided in the class room to occupy those through writing and not in conference.

348. Dora V. Smith, "Lesson on Milton's 'L'Allegro'".

The English Journal, 14:36-46, January, 1925.

A liberal use of illustrative material in teaching "L'Allegro" is recommended.

349. "Fourteenth annual meeting of National Council of Teachers of English report".

The English Journal, 14:47-76, January, 1925.

English club projects described by Kathryn H. Kelly are: a club magazine; the making of posters to advertise fifty books borrowed from city library; compiling an annotated book list; library parties, each person

of fiction"; "The Practice of Fiction"; "Fictional Techniques"; "The Type of Fiction"; "Young People of the Drama", etc. The writing of such books by pupils would necessitate letters of information and appreciation as well as the stories.

340. Irvin G. Polay, "Modern Drama and its Place in the Class Room".
The English Journal, 14:22-27, January, 1925.

Drama may be used in the class-room as motivation for oral composition, for play writing, and for the appreciation of good drama.
341. Elmer C. Stauffer, "A Laboratory experiment in English composition".
The English Journal, 14:27-31, January, 1925.

Individual conferences were held with every pupil during the regular class period. Books were provided in the class room to occupy those through writing and not in conference.

342. Boris V. Smith, "Lesson on Milton's 'Ulysses'".
The English Journal, 14:35-40, January, 1925.

A liberal use of illustrative material in teaching "Ulysses" is recommended.

343. "Forty-ninth annual meeting of National Council of Teachers of English report".

The English Journal, 14:47-70, January, 1925.

English club projects described by Kathryn H. Kelly are: a club magazine; the making of posters to advertise fifty books borrowed from city library; compiling an annotated book list; library parties, each person

representing some book character in dress and in conversation; mock banquets; movie owners' conventions; a book on the Panama Canal centered around one boy who had visited it; and health plays.

350. "The Language Game Contest".

The English Journal, 14:77-8, January, 1925.

"A Language Game,"

by Helen L. Peets

A game on the parts of speech was adapted from "Beast, Bird, or Fish".

"Anagrams Adapted",

by Mary Sylvester Cline

Anagrams were made from characters in *Ivanhoe*.

351. Davida McCaslin, "The English Department speaks up at faculty meeting".

The English Journal, 14:107-15, February, 1925.

Cooperation with other departments is an aid to the English class in emphasizing good forceful English.

352. John Adams, "A doubtful ally".

The English Journal, 14:115-20, February, 1925.

The school paper offers as a stimulus to writing the hope of publication. On account of a tendency to develop "newspaper English" through the paper, however, the school magazine is better.

353. Charles Harlow Raymond, "Turning the captives loose".

The English Journal, 14:129-34, February, 1925.

A class in Special English was offered for those who wished to take

representing some book character in dress and in conversation; most
handouts; movie owners' conventions; a book on the French Canal centered
around one boy who had visited it; and health plays.

350. "The Language Game Contest".

The English Journal, 14:77-8, January, 1925.

"A Language Game,"

by Helen L. Foster

A game on the parts of speech was adapted from "Pecot, Bird or Fish".

"Anagrams Adapted,"

by Mary Sylvester Olson

Anagrams were made from characters in Ivarhoe.

351. David McLaughlin, "The English Department speaks up at faculty meeting".

The English Journal, 14:107-11, February, 1925.

Cooperation with other departments is an aid to the English class

in emphasizing good formal English.

352. John Adams, "A doubtful ally".

The English Journal, 14:118-20, February, 1925.

The school paper offers an excellent stimulus to writing the home or

publication. On account of a tendency to develop "newspaper English"

through the paper, however, the school magazine is better.

353. Charles Harlow Raymond, "Turning the capstone loose".

The English Journal, 14:120-24, February, 1925.

A class in Special English was offered for those who wished to take

it. Reading was required and reports were made in individual conference.

A Pipe and Quill Club, meeting at the headmaster's house, was open to those who liked good books.

354. Reginald Stevens Kimball, "Exalting the magazine".

The English Journal, 14:140-42, February, 1925.

A magazine appreciation group was organized to share the best in current magazines.

355. Mary Sylvester Cline, "Trial by jury".

The English Journal, 14:147, February, 1925.

A mock trial was used as a means of arousing interest of pupils in book reports.

356. Margaret M. Skinner, "Reading hours".

The English Journal, 14:147-51, February, 1925.

A reading hour which began in the English class developed into a regular noon-hour reading period with occasional programs.

357. Russell Paine, "Journalism and reality stimulus".

The English Journal, 14:193-201, March, 1925.

The value of a class in journalism in stimulating literary endeavor is maintained.

358. Mary Fontaine Laidley, "Composition interests".

The English Journal, 14:201-9, March, 1925.

The conclusion is reached that the school paper justifies its

11. Reading was required and reports were made in individual conferences.
A type and Gull's Club, meeting at the headmaster's house, was open to those
who liked good books.

354. Reginald Stevens Kimball, "Exciting the magazine".

The English Journal, 14:143-44, February, 1925.

A magazine appreciation group was organized to share the best in
current magazines.

355. Mary Sylvester Olin, "Trial by Jury".

The English Journal, 14:147, February, 1925.

A mock trial was used as a means of arousing interest of pupils
in book reports.

356. Margaret M. Whitman, "Reading hour".

The English Journal, 14:147-51, February, 1925.

A reading hour which began in the English class developed into a
regular noon-hour reading period with occasional programs.

357. Russell E. Lane, "Journalism and twelfth studies".

The English Journal, 14:152-53, March, 1925.

The value of a class in Journalism in stimulating literary endeavor
is explained.

358. Mary Fontaine Laidley, "Composition interests".

The English Journal, 14:159-60, March, 1925.

The conclusion is reached that the school paper justifies its

existence because of the stimulus it gives to writing.

359. Dora M. Davis, "A miniature Elizabethan theater".

The English Journal, 14:233-35, March, 1925.

As an aid in explaining the gradual development of drama, four stages were built representing the chief periods in the history of English drama - the church, the stage on wheels, the inn-court stage, and the Elizabethan.

During a study of Hamlet and Macbeth, the Elizabethan stage was set every day for some point in the play, and dolls were costumed.

Another class built a complete miniature theater.

360. Jeannette M. Collins, " 'Jazzing up' grammar".

The English Journal, 14:235-38, March, 1925.

Dramatizing problems of grammatical relationships may be helpful.

361. Ernest R. Caverly, "A reply to Professor Adams".

The English Journal, 14:317-18, April, 1925.

Mr. Caverly maintains that the newspaper offers motivation to more pupils than does the magazine.

362. Laurence W. Murphy, "News-story form vs. essay".

The English Journal, 14:318-21, April, 1925.

This teacher encourages the use of both magazines and newspapers. The news-story form does not have to fit the "sausage" description.

existence because of the stimulus it gives to writing.

350. Dove W. Davis, "A miniature Elizabethan theater."

The English Journal, 14:323-25, March, 1925.

As an aid in explaining the gradual development of drama, four stages were built representing the chief periods in the history of English drama - the church, the stage on wheels, the inn-court stage, and the Elizabethan.

During a study of Hamlet and Macbeth, the Elizabethan stage was set every day for some point in the play and dolls were constructed. Another class built a complete miniature theater.

360. Jeanette W. Collins, "Jazzing up grammar."

The English Journal, 14:326-28, March, 1925.

Presenting problems of grammatical relationships may be helpful.

361. Ernest R. Gentry, "A reply to Professor Adams."

The English Journal, 14:317-18, April, 1925.

Mr. Gentry maintains that the newspaper offers motivation to more

people than does the magazine.

362. Laurence W. Murphy, "News-story form vs. essay."

The English Journal, 14:318-21, April, 1925.

This teacher encourages the use of both magazines and newspapers.

The news-story form does not have to fit the "essay" description.

363. Addie E. Bettes, "Project for assembly".

The English Journal, 14:323-24, April, 1925.

A pantomime of book characters was presented to be identified by the audience.

364. Fay Southwell, "Visualizing a classic".

The English Journal, 14:366-67, April, 1925.

An art exhibit of word-pictures from Ivanhoe served as a plan of interest to one class studying Ivanhoe.

365. Hortense L. Harris, "Motivation in Commercial English".

The English Journal, 14:376-83, May, 1925.

The writing of letters for an established concern provided adequate motivation for a class in Commercial English. The class was organized into the "Senior Commercial Service" and performed a real service to business men of the community.

366. Etta Jean Craig, "Elko County Historical Society".

The English Journal, 14:404-6, May, 1925.

The senior high school classes organized into a club with the aim: "To Know the History of Our Country". All theme writing was based upon historical subjects. Many relics were preserved.

367. Arthur A. Lucas, "Play-making in an English school".

The English Journal, 14:407-9, May, 1925.

The making of school playlets has been found to be a valuable form

The making of school plays has been found to be a valuable form

The English Journal, 14:407-9, May, 1922.

327. Arthur A. Lucas, "Play-making in an English school".

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The senior high school classes organized into a club with the

The English Journal, 14:404-6, May, 1922.

326. Beta Beta Beta, "Beta Beta Beta Historical Society".

business men of the community.

into the "Senior Commercial Service" and performed a real service to

motivation for a class in Commercial English. The class was organized

The writing of letters for an established concern provided adequate

The English Journal, 14:376-82, May, 1922.

325. Horace L. Harris, "Motivation in Commercial English".

of interest to one class studying English.

An art exhibit of word-pictures from Ivanhoe served as a plan

The English Journal, 14:366-67, April, 1922.

324. Ray Gough, "Visualizing a classic".

the audience.

A pantomime of book characters was presented to be identified by

The English Journal, 14:322-24, April, 1922.

323. Abbie E. Hedges, "Project for assembly".

of English composition. The dramatizing of "King John and The Bishop of Canterbury" and a pageant play dealing with the heroes of Wales - for the celebration of St. David's Day - are examples.

368. Clarence Stratton, "Lisping in numbers".

The English Journal, 14:409-13, May, 1925.

To develop appreciation of poetic technique and language, attempts at versification should be made. The couplet is the first and simplest form. The project of making an alphabet of English grammar rules opened a field for drill in couplet writing.

369. Earl Heidelson, "Cooperation that worked".

The English Journal, 14:42-60, June, 1925.

Cooperation with other departments is essential in teaching English. In this experiment compositions turned in to other classes were read and approved by the English teacher. A school paper also furnished a stimulus for writing.

Various societies were organized: a banquet table among pupils who brought lunches, and "Knights of the Day", inspired by Idylls of the King.

370. R. R. Smith, "Increasing satisfactory production in composition".

The English Journal, 14:466-74, June, 1925.

In one small school, the pupils were organized into a republic, with the objective of gaining effective oral and written composition. In daily oral composition, the teacher made criticisms as one of the citizens.

of English composition. The dramatizing of "King John and The Bishop of
Constance" and a peasant play dealing with the heroes of Wales - for the
celebration of St. David's Day - are examples.

328. Clarence Stratton, "Lipsing in numbers".

The English Journal, 14:409-12, May, 1925.

To develop appreciation of poetic technique and language, attempts
at versification should be made. The couplet is the first and simplest
form. The project of making an alphabet of English grammar rules opened
a field for drill in couplet writing.

329. Earl Hethelston, "Composition that worked".

The English Journal, 14:42-50, June, 1925.

Composition with other departments is essential in teaching English.
In this experiment compositions turned in to other classes were read and
approved by the English teacher. A school paper also furnished a
stimulus for writing.

Various societies were organized: a language table among pupils
who brought lunches, and "Knights of the Day", inspired by Boyle of the
King.

330. R. H. Smith, "Increasing satisfactory production in composition".

The English Journal, 14:436-44, June, 1925.

In one small school, the pupils were organized into a republic, with
the objective of gaining effective oral and written composition. In daily
oral composition, the teacher made criticism as one of the elements.

Each Friday evening debates were held with a real audience.

In another school, composition work was based on the job of getting a new building in place of the old fire-trap.

Developing student self-government and writing an illustrated book in economics provided more material for composition.

371. Claudia E. Crumpton, "A socialized composition lesson".

The English Journal, 14:475-81, June, 1925.

The members of the English class engaged in research studies in which they were interested. Oral reports were given in class.

372. Helen M. Francis, "Let's hear the youngsters".

The English Journal, 14:482-83, June, 1925.

A unified Commencement program might be given on: historic and literary associations of a town, the anniversary of a great man or of a world movement, "The Lore of the Wanderer", etc..

373. Georgia I. Ainley, "An Ivanhoe scrapbook".

The English Journal, 14:485-86, June, 1925.

A scrapbook was made during the study of Ivanhoe for which the students wrote themes, and collected and made illustrations.

374. Irma Eareckson, "A painless introduction to lyric poetry".

The English Journal, 14:535-41, September, 1925.

Lyric poetry was introduced by the reading of Edgar Lee Master's poem, "Silence", followed by the command: "How many kinds of silence can you think of? Write for ten minutes." On the following day a list of

Each Friday evening debates were held with a real audience.

In another school, composition work was based on the job of getting

a new building in place of the old fire-trap.

Developing student self-government and writing an illustrated book

in economics provided more material for composition.

371. Gladys E. Grubb, "A sustained composition lesson".

The English Journal, 14:175-81, June, 1925.

The members of the English class engaged in research studies in

which they were interested. Oral reports were given in class.

372. Helen M. Francis, "Let's hear the youngsters".

The English Journal, 14:482-83, June, 1925.

A united Comment program might be given on: historic and

literary associations of a town, the anniversary of a great man or of a

world movement, "The Love of the Wanderer", etc..

373. Georgia I. Ataley, "An Ivarhoe notebook".

The English Journal, 14:485-86, June, 1925.

A notebook was made during the study of Ivarhoe for which the

students wrote themes, and collected and made illustrations.

374. Irma Espenson, "A picture introduction to lyric poetry".

The English Journal, 14:523-24, September, 1925.

Lyric poetry was introduced by the reading of Edgar Lee Masket's

poem, "Silence", followed by the command: "Now many kinds of silence can

you think of? Write for ten minutes." On the following day a list of

"kinds of smiles" was turned into poetry. The writing of free verse was found exceptionally good preparation for lyric poetry on account of personal reaction and word pictures.

375. Ruth Evelyn Henderson, "A program for October twelve: discovering with Columbus".

The English Journal, 14:546-50, September, 1925.

The making of a "Columbus anthology" from available material will furnish a social purpose for focusing outside reading. It may be useful for a class room program or for an assembly dramatization.

376. Dorothy Danforth, "Station L. S. J. H.".

The English Journal, 14:551-53, September, 1925.

"Oral-theme day" was conducted as a broadcast of school news, recitations of poems and musical selections, stories, and talks on fashions and science.

377. Evelyn L. Moore, "Book Week: a project".

The English Journal, 14:553-56, September, 1925.

A Book Week project to stimulate love of reading included in its activities the preparing of posters, a play, lists of good books, special compositions on books, assembly exercises, a moving picture of Pilgrim's Progress, and exhibits of book-making and rare books.

378. Helen L. Peets, "Lollypop Contest".

The English Journal, 14:556-57, September, 1925.

"Whims of wit" was turned into poetry. The writing of free verse was found exceptionally good preparation for lyric poetry on account of personal reaction and word pictures.

375. Ruth Evelyn Henderson, "A program for October twelve: discussing with Columbus".

The English Journal, 14:245-50, September, 1925.
The making of a "Columbus anthology" from available material will furnish a social purpose for formative outside reading. It may be useful for a class room program or for an assembly dramatization.

376. Dorothy Lenthall, "Station L. O. J. H."
The English Journal, 14:251-52, September, 1925.
"Oral-theme day" was conducted as a broadcast of school news, recitations of poems and musical selections, stories, and talks on lessons and science.

377. Evelyn L. Moore, "Book Week: a project".
The English Journal, 14:253-56, September, 1925.
A book week project to stimulate love of reading included in its activities the preparation of posters, a play, lists of good books, special compositions on books, assembly exercises, a moving picture of Willa's program, and exhibits of book-making and rare books.

378. Helen L. Foster, "Polypog Contest".
The English Journal, 14:258-59, September, 1925.

An extemporaneous speaking contest was held. In order to win a lollypop certain speech requirements formulated by the committee had to be complied with.

379. Bertha Evans Ward, "Notes after teaching Homer".

The English Journal, 14:602-14, October, 1925.

Such devices were used in teaching Homer as: compositions referring to great forces of nature - "A Modern Titan Chained"; a roll-call upon Mount Olympus - Jupiter calling for reports from assembled gods and goddesses; the wearing by each pupil of a symbol suggesting the character he has chosen to represent; the construction of a movie film; a collection of advertisements containing mythological references; a program on "Myths of Flowers and Trees"; notebooks; and dramatizations with costumes.

380. Mary Sylvester Cline, "The Chaucer Club".

The English Journal, 14:648-49, October, 1925.

Any pupil who translated any part of the Prologue into modern blank verse, or anyone who wrote in true Chaucerian style a description of some modern person, was admitted into the Chaucer Club.

381. H. A. Dominovich, "The Oxford recitations".

The English Journal, 14:644-45, October, 1925.

Under the patronage of Mr. and Mrs. John Masefield an annual competition was established at Oxford to encourage the speaking of verse by right feeling for its moods and rhythms. It may be one of the keys to

An extensive speaking contest was held. In order to win a
typewriter certain speech requirements formulated by the committee had to
be complied with.

379. Bertha Evans Ward, "Notes after teaching Homer".

The English Journal, 14:203-14, October, 1925.

Such devices were used in teaching Homer as: composition
referring to great forces of nature - "A Modern Titan Unleashed"; a roll-
call upon Mount Olympus - Jupiter calling for reports from assembled
gods and goddesses; the wedding by each pupil of a symbol suggesting the
character he has chosen to represent; the construction of a movie film;
a collection of advertisements containing mythological references; a
program on "Myths of Flowers and Trees"; notebooks; and dramatizations with
costumes.

380. Mary Sylvester Cline, "The Oenone Club".

The English Journal, 14:248-49, October, 1925.

Any pupil who translated any part of the Iliad into modern blank
verse, or anyone who wrote in this Oenonean style a description of some
modern person, was admitted into the Oenone Club.

381. H. A. Dashiogovich, "The Oxford Festivals".

The English Journal, 14:244-45, October, 1925.

Under the patronage of Mr. and Mrs. John Marshall an annual
competition was established at Oxford to encourage the speaking of verse
by right feeling for its words and rhythm. It may be one of the keys to

improvement in spoken English, as well as to deeper understanding of poetry.

382. Ruth Bartlett, "Can we defend the high-school newspaper ?".

The English Journal, 14:645-48, October, 1925.

Mastery of the essentials of newspaper technique becomes a self-motivated activity when the school newspaper is used as a stimulus to composition.

383. Evaline Harrington, "News-writing as an asset to the English course".

The English Journal, 14:615-21, October, 1925.

Training for newspaper writing emphasizes grammar and sentence structure as nothing else can, and affords vital motivation for composition.

384. Ruth Evelyn Henderson, "American Education Week - November 16 - 22;

some points of contact with the English class".

The English Journal, 14:635-40, October, 1925.

American Education Week may be celebrated in connection with literature and composition work. Material, fiction and non-fiction, on the education of the past three centuries may be read. Composition may deal with related topics, news accounts, and advertising.

385. Evangeline P. Williams, "A project in English composition".

The English Journal, 14:649, October, 1925.

Copies of masterpieces and significant historical paintings were

improvement in spoken English, as well as to deeper understanding of

poetry.

382. Ruth Barlett, "Can we defend the high-school newspaper?"

The English Journal, 14:245-46, October, 1922.

Mastery of the essentials of newspaper technique becomes a self-

motivated activity, when the school newspaper is used as a stimulus to

composition.

383. Evaline Livingston, "New-writing as an asset to the English course."

The English Journal, 14:612-21, October, 1922.

Training for newspaper writing emphasizes grammar and sentence

structure as nothing else can, and affords vital motivation for

composition.

384. Ruth Evelyn Henderson, "American Education Week - November 18 - 22;

some points of contact with the English class."

The English Journal, 14:632-40, October, 1922.

American Education Week may be celebrated in connection with

literature and composition work. Material, fiction and non-fiction, on

the education of the past three centuries may be read. Composition may

deal with related topics, news accounts, and advertising.

385. Evaline T. Williams, "A project in English composition."

The English Journal, 14:843, October, 1922.

Copies of masterpieces and significant historical paintings were

used as suggestions for oral and written themes in place of those pictures found in English textbooks. Pictures were found for work in narration, description, and exposition.

386. Ruth Evelyn Henderson, "Celebrating Thanksgiving".

The English Journal, 14:711-18, November, 1925.

The project of a Thanksgiving festival is suggested -- possibly a mummers' revel. Types of composition involved are: outlining scenes, writing dialogues or songs, directions for dances, the story of the movement for the program, and descriptions of costumes.

Other projects mentioned are: the making of an anthology of poems, essays, or stories, compiling a list of quotations for a gift book or calendar, the reading of literature pertaining to the period, and the writing of narratives and skits suggested by the season.

387. Eliza Haskins, "Home reading reports - letters".

The English Journal, 14:723-24, November, 1925.

Book reports were given in the form of a letter to the class from some important character in the story, or an adventure or incident in the life of a character was related as far as the thrilling point.

388. Frances Cardwell, "Point of contact in poetry".

The English Journal, 14:796-97, December, 1925.

A study of poetry was motivated for a group of boys by the spirit of adventure displayed in Kipling's "The Explorer", with a discussion of what drives men beyond the Frontiers and a tying up of community

used as suggestions for oral and written themes in place of those
pictures found in English textbooks. Pictures were found for work in
narration, description, and exposition.

356. Ruth Evelyn Hardison, "Celebrating Thanksgiving".

The English Journal, 14:711-15, November, 1923.

The project of a Thanksgiving Festival is suggested - possibly
a number of weeks. Types of composition involved are: outlining scenes,
writing dialogues or songs, directions for dances, the story of the
movement for the program, and descriptions of costumes.

Other projects mentioned are: the making of an anthology of
poems, essays, or stories, compiling a list of questions for a gift
book or calendar, the reading of literature pertaining to the period, and
the writing of narratives and skits suggested by the season.

357. Eliza Heston, "Home reading reports - letters".

The English Journal, 14:722-24, November, 1923.

Book reports were given in the form of a letter to the class from
some important character in the story, or an attendance or incident in
the life of a character was related as far as the thrilling point.

358. Frances Cardwell, "Point of contact in poetry".

The English Journal, 14:736-37, December, 1923.

A study of poetry was motivated for a group of boys by the spirit
of adventure displayed in Kipling's "The Explorer", with a discussion
of what history was beyond the frontiers and a tying up of community

pioneers.

389. Ruth Evelyn Henderson, "Knowing each other better".

The English Journal, 14:797-801, December, 1925.

Correspondence through the Junior Red Cross is of great value to literature classes when letters are exchanged with children who live near the old homes of famous poets or writers.

390. Clara Horine, "Teaching poetry in high school".

The English Journal, 15:23-35, January, 1926.

Antiphonal reading is suggested to develop a sense of rhythm.

391. Jean Barsam Temple, "Homer in the junior high school".

The English Journal, 15:147-49, February, 1926.

Composition may be correlated with literature, which may act as motivation.

392. Ida Belle Watson, "Handmade annuals".

The English Journal, 15:149-51, February, 1926.

In place of notebooks, annuals were made for the English class. They included snapshots, a calendar of events, a list of funny sayings, the history and prophecy, accounts of athletics, plays, and programs.

393. A. Laura McGregor, "The initiation of a project in written composition".

The English Journal, 15:216-20, March, 1926.

phases.

388. Ruth Evelyn Hesteron, "Knowing each other better".

The English Journal, 18:787-801, December, 1932.

Correspondence through the Junior Red Cross is of great value to literature classes when letters are exchanged with children who live near the old homes of famous poets or writers.

389. Clara Hering, "Teaching poetry in high school".

The English Journal, 18:22-25, January, 1933.

Individual testing is suggested to develop a sense of rhythm.

391. Jean Emma Temple, "Bever in the Junior high school".

The English Journal, 18:147-49, February, 1933.

Composition may be correlated with literature, which may act as

motivation.

392. Ida Belle Watson, "Handmade annals".

The English Journal, 18:143-51, February, 1933.

In place of notebooks, annals were made for the English class. They included responses, a calendar of events, a list of funny sayings, the history and progress, records of activities, plays, and projects.

393. A. Laura Hodgson, "The initiation of a project in written com-

position".

The English Journal, 18:718-20, March, 1933.

A project for written composition was supplied in furnishing a newspaper with items of school news over a continuous period.

394. Mildred Wright, "A grammar habit drill".

The English Journal, 15:221-24, March, 1926.

Charts were made to make children think about their speech outside of class and take pride in speaking correctly.

395. Gladys G. Gambill, "Enter the high school dramatist".

The English Journal, 15:229-30, March, 1926.

A superstition, legend, or tradition was found useful as a basis for the plot and characters of a play written by the class and produced.

396. W. P. Dyer, "The art of conversation".

The English Journal, 15:276-80, April, 1926.

The school should develop the ability and the desire for conversation of a higher type. A wealth of reading matter and social clubs provide incentives.

397. J. Milnor Dorey, "The dramatic dilemma".

The English Journal, 15:281-84, April, 1926.

The whole process of stage technique is educational.

398. A. Laura McGregor, "A correlated composition lesson".

The English Journal, 15:294-98, April, 1926.

A correlated lesson with a civics class was helpful in bringing about the application of the principles taught in English composition to

A project for written composition was suggested in February.

newspaper with items of school news over a continuous period.

394. Milton Wright, "A Grammar School Child."

The English Journal, 18:321-22, March, 1928.

Charts were made to make children think about their speech

outside of class and take pride in speaking correctly.

395. Elsie G. Leach, "Enter the High School Dramatics."

The English Journal, 18:323-24, March, 1928.

A suggestion, legend, or tradition was found useful as a basis for

the plot and characters of a play written by the class and produced.

396. W. F. Tyler, "The art of conversation."

The English Journal, 18:377-80, April, 1928.

The school should develop the ability and the desire for conversation

of a higher type. A wealth of reading matter and social clubs provide

incentives.

397. J. Milton Dorsey, "The dramatic dilemma."

The English Journal, 18:381-82, April, 1928.

The whole process of story technique is educational.

398. A. James McGregor, "A correlated composition lesson."

The English Journal, 18:384-85, April, 1928.

A correlated lesson with a civics class was helpful in bringing

about the application of the principles taught in English composition to

those problems in which correct English expression is naturally demanded of the student.

399. Helen M. Francis, "Book reports - a bane or blessing".

The English Journal, 15:304-7, April, 1926.

If book reports encourage interest in reading, they are valuable. Reports may be given as discussion, as one minute items, or by the card system.

400. May Lucas, "Can composition be interesting?"

The English Journal, 15:373-74, May, 1926.

Composition can be made interesting by its subject matter. Large subjects such as "India" and "American authors and statesmen" have proved stimulating.

401. Ethel Eddy Treat, "A Chaucerian pilgrimage".

The English Journal, 15:377-78, May, 1926.

A class inspired by Chaucer planned a pilgrimage to a shrine such as "Knowledge" or "The Short Story". A study of short story construction was made, each pupil telling a story on the journey and the class voting for the best one. A dinner was given at the end at which the pilgrims became Chaucerian characters, with speeches given in Chaucerian verse. After the pilgrimage an original short story was written.

402. Dora V. Smith, "The danger of dogma concerning composition content".

The English Journal, 15:414-25, June, 1926.

In a study made of theme topics, the writer has found that the

those problems in which correct English expression is actually demanded
of the student.

398. Helen M. Fredebe, "Book reports - a name on blessing".

The English Journal, 15:304-7, April, 1938.

If book reports encourage interest in reading, they are valuable.
Reports may be given as discussion, as one minute items, or by the card
system.

399. May Lister, "Book composition is interesting?"

The English Journal, 15:375-76, May, 1938.

Composition can be made interesting by its subject matter. Large
subjects such as "India" and "American authors and statement" have proved
stimulating.

401. Ethel Edith Frost, "A Canadian pilgrimage".

The English Journal, 15:577-78, May, 1938.

A class inspired by Gurnea planned a pilgrimage to a shrine such
as "Knowledge" or "The Good Story". A study of short story construction
was made, each pupil telling a story on the journey and the class voting
for the best one. A dinner was given at the end at which the pilgrims
recame Gurnea's characters, with speeches given in Gurnea's voice.
After the pilgrimage an original short story was written.

402. Doris V. Smith, "The danger of bogus composition contests".

The English Journal, 15:414-25, June, 1938.

In a study made of these topics, the writer has found that the

appeal of personal experience is greatest; the imaginative theme comes next; while community problems and current events are last.

403. John C. Lester, "The active English class".

The English Journal, 15:443-49, June, 1926.

Oral work carried on by the class and dramatization lends action to an English class.

404. W. Wilbur Hatfield, "General and specialized literary clubs".

The English Journal, 15:450-56, June, 1926.

Types of literary clubs common among high schools are: dramatic, scribblers, debating, book-lovers, cosmopolitan (world literature), and Shakespearean.

405. Helen M. Francis, "'The wing wherewith we fly'".

The English Journal, 15:457-61, June, 1926.

Activities for the Shakespeare class are: acting out the parts, finding quotes to fit people in class, making Shakespeare theaters of cardboard, collecting bulletin board pictures, and preparing assembly programs.

406. James W. Mann, "Creative verse writing - a class experiment".

The English Journal, 15:468-69, June, 1926.

The writing of free verse by a second year class was motivated by reading a short modern poem, then playing a victrola record.

aspect of personal experience is the last; the English give these some
next; while community problems and current events are last.

403. John C. Weaver, "The active English class".

The English Journal, 18:443-49, June, 1929.

Great work carried on by the class and investigation leads action
to an English class.

404. W. Wilbur Hatfield, "General and specialized literary clubs".

The English Journal, 18:480-82, June, 1929.

Types of literary clubs common among high schools are: dramatic,
scholarship, debating, book-fair, conversation (world literature), and
Shakespeare.

405. Helen W. Francis, "The club movement in English".

The English Journal, 18:457-61, June, 1929.

Activities for the Shakespeare club are: acting out the parts,
finding quotes to fit people in class, making Shakespeare posters of
characters, collecting pictures of famous actors, and preparing assembly
programs.

406. James W. Mann, "Creative verse writing - a class experiment".

The English Journal, 18:488-89, June, 1929.

The writing of free verse by a second year class was motivated by
reading a short story poem, then playing a victrola record.

407. Louise Ragan, "Putting the school-paper to real English use".

The English Journal, 15:537-39, September, 1926.

A questionnaire on the place of English in American life was conducted by the school paper.

408. Sarah Elizabeth Bundy, "Bettering their own English".

The English Journal, 15:524-28, September, 1926.

A mock trial was conducted at an assembly program for a Better Speech Week project.

409. Helen D. Puhlen, "A composition assignment in a junior high school".

The English Journal, 15:544-45, September, 1926.

Concrete assignments in composition for duller pupils are: finish a story begun by the teacher, or describe a picture in the book. Brighter pupils may use abstract topics, such as the painting of moods in words.

410. E. P. Conkle, "Writing a biography".

The English Journal, 15:620-21, October, 1926.

The writing of a biography of some one whom the student knows intimately is one of the most interesting pieces of work available for the student in advanced composition.

411. Beatrice S. Genn, "Vitalizing the book report".

The English Journal, 15:622-23, October, 1926.

The attempt was made to arouse general interest in reading through lessons and discussions upon newspapers and magazines.

407. Louise Hagan, "Putting the school-paper to rest English men".

The English Journal, 18:237-38, September, 1928.

A questionnaire on the place of English in American life was

conducted by the school paper.

408. Sarah Elizabeth Henry, "Bettering their own English".

The English Journal, 18:284-85, September, 1928.

A essay trial was conducted at an assembly program for a better

Speech Week project.

409. Helen H. Smith, "A composition assignment in a junior high school".

The English Journal, 18:244-45, September, 1928.

Concrete assignments in composition for junior pupils are: finish

a story begun by the teacher, or describe a picture in the book. Before

pupils may use abstract topics, such as the painting of words in words.

410. E. P. Conkle, "Writing a biography".

The English Journal, 18:623-24, October, 1928.

The writing of a biography of some one whom the student knows

intimately is one of the most interesting pieces of work available for

the student in advanced composition.

411. Beatrice H. Goss, "Visiting the book report".

The English Journal, 18:622-23, October, 1928.

The attempt was made to arouse general interest in reading through

lessons and discussions upon newspapers and magazines.

412. Maurice W. Moe, "A quotation game".

The English Journal, 15:623-26, October, 1926.

This class room device singled out famous lines of English literature, emphasized their quoting values, and made up situations to fit the quotations.

413. Blanford Jennings, "Contracts in the study of English".

The English Journal, 15:663-72, November, 1926.

Dramatization is mentioned as a common classroom activity.

414. Mary Doan Spalding, "New rooms for old".

The English Journal, 15:701-3, November, 1926.

Surroundings which make reading a delight may be created by: long tables and roomy chairs, bookcases, pictures, maps, charts, stage and property rooms, a work room for printing, a room for writing, and a literature room with piano, victrola, pictures, sculpture, pottery, and state.

415. Cora Lehr, "English with a high I. Q. class".

The English Journal, 15:742-53, December, 1926.

Individual composition projects were chosen for eighth grade work. Topics of vital interest, at least one quotation pertaining to the subject, pictures and clippings, sketches and illustrations, and the making of books aroused interest.

416. Helen Rand, "The test of the theme is at the tea party".

The English Journal, 15:754-58, December, 1926.

Whatever makes good conversation makes good themes!

412. Maurice W. Lee, "A generation grows".

The English Journal, 12:52-53, October, 1922.

This class room device enabled one to learn lines of English literature.

emphasized their quoting values, and made up situations to fit the prose-

lines.

413. Stanford Johnson, "Contrasts in the study of English".

The English Journal, 12:52-53, November, 1922.

Drumstick is mentioned as a common classroom activity.

414. Mary Ross Spalding, "New rooms for old".

The English Journal, 12:701-3, November, 1922.

Interchange which makes reading a delight may be created by long

series and roomy chairs, bookcases, pictures, maps, charts, signs and

proper rooms, a work room for painting, a room for writing, and a library-

with room with piano, victrola, pictures, bookshelves, posters, and state.

415. Gertie Lamb, "English 4 to a high I. Q. class".

The English Journal, 12:742-53, December, 1922.

Individual composition projects were chosen for a month grade work.

Logic of vital interest, at least one quotation pertaining to the subject,

pictures and writings, sketches and illustrations, and the making of books

aroused interest.

416. Helen Rand, "The test of the theme is at the tea party".

The English Journal, 12:753-55, December, 1922.

Whether make good conversation makes good themes.

417. Maurice Moe, "Individual student magazines".

The English Journal, 15:776-78, December, 1926.

Every member of the class became an individual producer with his own creation. He chose his own type of magazine to edit. Fifty per cent of the magazine's contents was written by the editor, the other half taken from any other source. The books were placed on exhibition at the close of the semester.

418. Twila L. Miller, "A project in teaching description".

The English Journal, 16:36-9, January, 1927.

A variety of pictures was mounted and placed in individual notebooks labelled "My Picture Gallery". The task of the pupils was to paint word-pictures of their own picture galleries.

419. Anna F. Haig, "St. Cloud's better Speech Year".

The English Journal, 16:129-33, February, 1927.

To advertize this project, letters were sent to homes and items were published in the daily papers. Tests were given to all, and individual charts were made of grammatical errors.

420. Eleanor Tourison, "The newspaper of today".

The English Journal, 16:192-99, March, 1927.

Forum discussions held to decide the best newspapers of the day and standards for judging them were of interest to the pupils.

421. Merrill Bishop, "A method to obtain literature appreciation".

The English Journal, 16:199-203, March, 1927.

1. The first part of the report is devoted to a general survey of the situation in the country. It is found that the country is in a state of general depression, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, which has destroyed the country's resources and has caused a general decline in the standard of living.

2. The second part of the report is devoted to a detailed examination of the various branches of the economy. It is found that the agricultural sector is in a state of general decline, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, which has destroyed the country's resources and has caused a general decline in the standard of living.

3. The third part of the report is devoted to a detailed examination of the various branches of the economy. It is found that the agricultural sector is in a state of general decline, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, which has destroyed the country's resources and has caused a general decline in the standard of living.

4. The fourth part of the report is devoted to a detailed examination of the various branches of the economy. It is found that the agricultural sector is in a state of general decline, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, which has destroyed the country's resources and has caused a general decline in the standard of living.

5. The fifth part of the report is devoted to a detailed examination of the various branches of the economy. It is found that the agricultural sector is in a state of general decline, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, which has destroyed the country's resources and has caused a general decline in the standard of living.

6. The sixth part of the report is devoted to a detailed examination of the various branches of the economy. It is found that the agricultural sector is in a state of general decline, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, which has destroyed the country's resources and has caused a general decline in the standard of living.

7. The seventh part of the report is devoted to a detailed examination of the various branches of the economy. It is found that the agricultural sector is in a state of general decline, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, which has destroyed the country's resources and has caused a general decline in the standard of living.

8. The eighth part of the report is devoted to a detailed examination of the various branches of the economy. It is found that the agricultural sector is in a state of general decline, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, which has destroyed the country's resources and has caused a general decline in the standard of living.

9. The ninth part of the report is devoted to a detailed examination of the various branches of the economy. It is found that the agricultural sector is in a state of general decline, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, which has destroyed the country's resources and has caused a general decline in the standard of living.

10. The tenth part of the report is devoted to a detailed examination of the various branches of the economy. It is found that the agricultural sector is in a state of general decline, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, which has destroyed the country's resources and has caused a general decline in the standard of living.

Motivation for reading good literature was found in the children's ideals of bravery, loyalty, friendship, etc.

422. Burton Confrey, "The expository talk as a class exercise".

The English Journal, 16:219-22, March, 1922.

The use of illustrations- drawing, actual objects, photographs, blue prints, and maps - was an aid in motivating the expository talk.

423. "For International Good-Will Day".

The English Journal, 16:225-35, March, 1927.

A list of program material is given for observing International Good-Will Day.

424. Ruth Evelyn Henderson, "Indian Partner schools".

The English Journal, 16:231-32, March, 1927.

Regulation school correspondence portfolios, letters, illustrations, and samples of school work exchanged with Indian schools are of interest.

425. Martha Elliot Clay, "Something old and something new".

The English Journal, 16:373-80, May, 1927.

Interest in Bible study may be aroused by an investigation of how we got our Bible and a study of the geography of Palestine, with map-making. Theme writing and oral composition include: paraphrases of the Bible, single verses as theme titles, and essays on certain sayings of Jesus. The records of great oratorios and the great paintings of the Bible are used.

426. Leigh Peck, "Drill devices".

The English Journal, 16:381-83, May, 1927.

Motivation for reading good literature was found in the children's

ideas of bravery, loyalty, friendship, etc.

423. Norton Conroy, "The expository talk as a class exercise."

The English Journal, 18:219-22, March, 1927.

The use of illustrations - drawings, actual objects, photographs,

blue prints, and maps - was an aid in motivating the expository talk.

424. "For Informational Good-Will Day."

The English Journal, 18:223-25, March, 1927.

A list of program material is given for observing Informational

Good-Will Day.

425. Ruth Evelyn Henderson, "Indian Pattern schools."

The English Journal, 18:231-32, March, 1927.

Registration school correspondence portfolios, letters, illustrations,

and samples of school work exchanged with Indian schools are of interest.

426. Martha Elliot Gray, "Something old and something new."

The English Journal, 18:373-80, May, 1927.

Interest in Bible study may be aroused by an investigation of how we

got our Bible and a study of the geography of Palestine, with map-making.

Theme writing and oral composition include: paraphrases of the Bible, Bible

verses as theme titles, and essays on certain sayings of Jesus. The records

of great prophets and the great paintings of the Bible are used.

427. Leigh Beck, "Drill device."

The English Journal, 18:381-82, May, 1927.

Drill devices used in class were: the filling of blanks with the correct form of the word, a relay race for parts of speech, debating tournaments, extemporaneous speaking, and punctuation tournaments.

427. E. C. Beck, "Working with the local newspaper".

The English Journal, 16:384-85, May, 1927.

The school was given a definite place in the daily paper. As it was conducted with an editor and staff, it took the form of a school miniature newspaper.

428. Geraldine P. Dilla, "A substitute for the high school annual".

The English Journal, 16:546-48, September, 1927.

Pupils interested in book-making perform a real service to community by making a social survey of their own town or section of city or township and writing it into a book.

429. Jessie A. Southard, "Dramatic work in a small high school".

The English Journal, 16:550-52, September, 1927.

An interclass play contest took the place of a prize-speaking contest.

430. M. Jude, "From science to English".

The English Journal, 16:552-53, September, 1927.

After a visit of the senior class to the Natural History Museum, the English teacher helped them write up their papers. Utilizing an interest in dinosaurs and brontosaurs, she interested them in good animal and adventure books of all kinds.

Drill devices used in class were: the filling of blanks with the

correct form of the word, a relay race for parts of speech, debating

tournaments, extemporaneous speaking, and punctuation tournaments.

427. E. C. Beck, "Working with the local newspaper".

The English Journal, 18:384-85, May, 1927.

The school was given a definite place in the daily paper. As it was

conducted with an editor and staff, it took the form of a school miniature

newspaper.

428. Geraldine T. Ellis, "A substitute for the high school annual".

The English Journal, 18:340-42, September, 1927.

People interested in book-making perform a real service to community

by making a social survey of their own town or section of city or township

and writing it into a book.

429. Jessie A. Stalward, "Dramatic work in a small high school".

The English Journal, 18:326-27, September, 1927.

An interesting play contest took the place of a prize-speaking contest.

430. M. J. J. "From science to English".

The English Journal, 18:332-33, September, 1927.

After a visit of the senior class to the Natural History Museum, the

English teacher helped them write up their papers. Utilizing an interest

in dinosaurs and prehistoric, she interested them in good animal and

adventure books of all kinds.

431. Ruth Teuscher, "Illustrated books for boys and girls".

The English Journal, 16:606-13, October, 1927.

Illustrated books encourage children to read good books.

432. S. H. Conkey, "The squad system".

The English Journal, 16:644-46, October, 1927.

To overcome mechanical errors in freshman and sophomore composition, pupils were divided into squads to correct their own themes.

433. George W. Norvell, "Beaumont's Better English Campaign".

The English Journal, 16:682-87, November, 1927.

A Better Speech Campaign held throughout the semester offered the award of a silver cup to the class doing the most to promote the use of better English. Points were credited for the best posters, essays, stunts, and ideas. The cooperation of other teachers was enlisted, tags made, class newspapers and plays written.

434. Hazel B. Poole, "Americanizing the teacher of English".

The English Journal, 16:705-10, November, 1927.

An international number of the school paper published the experiences of American children who had travelled and those of foreign children before coming to America. An issue called "Holidays in Other Lands" also carried material from foreign students.

435. Ruth Teuscher, "Illustrated books. A bibliography".

The English Journal, 16:716-21, November, 1927.

This list of illustrated books to encourage good reading tastes is

431. Ruth Trenchard, "Illustrated books for boys and girls".

The English Journal, 18:508-10, October, 1927.

Illustrated books encourage children to read good books.

432. G. W. Conway, "The story system".

The English Journal, 18:544-46, October, 1927.

To develop systematic study in literature and systematic composition.

Pupils were divided into groups to correct their own papers.

433. George W. Norvell, "Barnes' 'A Better English Grammar'".

The English Journal, 18:582-87, November, 1927.

A Better English Grammar was throughout the semester offered the

award of a silver cup to the class doing the most to promote the use of

better English. Points were credited for the best sentence, paragraph, theme,

and story. The cooperation of other teachers was enlisted, and the

class members and their parents.

434. Hazel B. Poole, "Standardizing the lessons of English".

The English Journal, 18:701-10, November, 1927.

An international number of the school paper published the experience

of American children who had traveled and those of foreign children

before coming to America. An issue called "Relativity in Outer Space" also

carried material from foreign students.

435. Ruth Trenchard, "Illustrated books. A bibliography".

The English Journal, 18:712-21, November, 1927.

This list of illustrated books to encourage good reading habits is

a supplement to the October article by the same author.

436. Louise L. Kirby, "Reading is the fundamental and most important study tool".

The English Journal, 16:724-27, November, 1927.

Students were required to read magazine articles and biographies and to write summaries of them.

437. Carrie Belle Parks, "First-aid kit for English teachers in junior and senior high schools".

The English Journal, 16:727-31, November, 1927.

Illustrative material provides good motivation.

438. Valerie Chase, "Use of news topics".

The English Journal, 16:731, November, 1927.

Newspaper articles were used for dictation in drilling on punctuation and spelling.

439. Edward Harlan Webster, "Teaching the vivid sentence".

The English Journal, 16:778-85, December, 1927.

The writing of vivid sentences was motivated by the study of Wyeth's illustration of a very dramatic incident in Treasure Island.

440. Harriet Abell, "New and old ideas for teaching English literature".

The English Journal, , 16:786-94, December, 1927.

A study of drama was motivated by dramatizing, writing original plays, and giving puppet shows. The writing of original verse developed

a supplement to the October article by the same author.

436. Douglas L. Kirby, "Reading in the Transatlantic and Post-Imperial Study

Book".

The English Journal, 16:724-27, November, 1987.

Comments were required to read magazine articles and biographies

and to write summaries of them.

437. Gertie Belle Parks, "First-aid kit for English teachers in Junior

and senior high schools".

The English Journal, 16:747-51, November, 1987.

Illustrative material provides good motivation.

438. Victoria Chase, "Use of new papers".

The English Journal, 16:771, November, 1987.

Newspaper articles were used for discussion in drilling on pronunciation

and spelling.

439. Richard Nathan Webster, "Technology and vivid sentences".

The English Journal, 16:776-82, December, 1987.

The writing of vivid sentences was motivated by the study of

Webster's illustration of a very dramatic incident in Passage Island.

440. Harriet Abell, "How and why ideas for teaching English literature".

The English Journal, 16:788-92, December, 1987.

A study of drama was motivated by dramatizing, writing original

sketches, and giving puppet shows. The writing of original verse developed

interest in lyric poetry. A Poets' Club was organized for the verse-writers.

441. Ruth Teuscher, "Illustrated books. A bibliography".

The English Journal, 16:800-6, December, 1927.

More illustrated books are added to the lists given in previous Journals.

442. Willa Anne Sultzer, "Dramatics in the English course in high school".

The English Journal, 16:813-15, December, 1927.

The reading and acting of one-act plays interested pupils in a study of modern drama. Plays were written the following year.

443. Edwin R. VanKleeck, "Fiddle in the fourth estate".

The English Journal, 17:16-24, January, 1928.

Newspaper writing supplies the pupil with motives for writing acceptably through its appeal to desire for publication, the thrill of authorship, and its system of keeping only the best, which spurs the pupil to improvement.

444. Flora W. Snyder, "The passing of the book report".

The English Journal, 17:24-31, January, 1928.

The personal conference is a valuable method of reporting on books.

445. Edith E. Holmes, "Banishing the make-believe".

The English Journal, 17:33-40, January, 1928.

The experiment was tried of giving credit in English for oral or written English as it functioned in extra-curriculum programs, such as

interest in Latin poetry. A Poets' Club was organized for the verse-writers.

42. Ruth Townsend, "Literature's Book," 1937.

The English Journal, 18:200-1, December, 1937.

Some illustrated books are added to the lists given in previous

issues.

43. With some changes, "Literature in the English course in high schools."

The English Journal, 18:215-16, December, 1937.

The reading and action of ancient high literature, pupils in high

of school drama. Five new articles the following year.

44. Ruth A. Townsend, "Literature in the fourth volume."

The English Journal, 17:16-22, January, 1938.

Newspaper writing supplies the pupil with material for writing

acceptably through the appeal to desire for publication, the thrill of

authorship, and the system of keeping only the best, which saves the pupil

to improve.

45. Ruth A. Townsend, "The practice of the book report."

The English Journal, 17:16-21, January, 1938.

The personal conference is a valuable method of reporting on books.

46. Ruth A. Townsend, "Literature in the fourth volume."

The English Journal, 17:32-39, January, 1938.

The experiment was tried of giving credit in English for work in

related English as it functioned in extra-curriculum program, such as

clubs, home-room meetings, general assemblies, forums, athletic associations, Student-Government councils, and social programs.

446. A. Laura McGregor, "English in a junior high school setting".

The English Journal, 17:41-9, January, 1928.

Vitalizing English is attempted by exchange of correspondence, presenting programs, preparing a class paper, and use of pictures, slides, scrapbooks, and exhibits.

447. Louise A. Wilson, "In memory of Longfellow".

The English Journal, 17:53-5, January, 1928.

For a Longfellow program each member of the class undertook a self-imposed project. Features of the program were: a biographical sketch, an original tragedy, an acrostic, the singing of "The Rainy Day", a two-act play of "John Alden", a quotation calendar, newspaper reports, a character review, and victrola records.

448. Harriet H. Shoen, "Eighth grade book reports".

The English Journal, 17:55-6, January, 1928.

A card and filing system was used for book reports.

449. Lillian Foster Collins, "The Little Theater in school".

The English Journal, 17:143-50, February, 1928.

Drama was taught by presenting many worthwhile plays.

450. Mary J. Ainsworth, "An adventure in teaching language".

The English Journal, 17:150-55, February, 1928.

clubs, bar-room meetings, general assemblies, formal, scientific sessions,
also, student-scientist councils, and social programs.

446. A. E. Brown, "English in a Junior High School Setting".

The English Journal, 17:41-5, January, 1928.

Visiting English is attempted by exchange of correspondence,
presenting programs, preparing a class paper, and use of glosses, slides,
dictionaries, and exhibits.

447. Louise A. Wilson, "In search of Englishness".

The English Journal, 17:52-5, January, 1928.

For a language program with members of the class and book a self-
paced course. Features of the program were: a biographical sketch,
an original tragedy, an episode, the singing of "The Rising Sun", a pas-
sage of "John Brown", a questionaire, newspaper reports, a series
of plays, and various records.

448. Herbert A. Brown, "English Grade book reports".

The English Journal, 17:55-7, January, 1928.

A card file system was used for book reports.

449. William John Collier, "The English Journal in English".

The English Journal, 17:123-5, February, 1928.

Index was kept by alphabetical key-words in English.

450. Mary J. Almond, "An excellent English language".

The English Journal, 17:126-3, February, 1928.

All kinds of goblins were sketched by the teacher to make the children speak "Little Orphant Annie" with more expression.

451. Betty M. Goodwyn, "Appreciation through creation".

The English Journal, 17:157-58, February, 1928.

With the motive of teaching appreciation through creation, a minimum requirement for the last half of the junior English class was: "at least two lines that rhyme".

452. Ruth Bynum, "The bulletin board in English".

The English Journal, 17:246-48, March, 1928.

The bulletin board is especially valuable for correlating literature with the other arts, particularly painting.

453. Gladys Louise Harloff, "Riley program".

The English Journal, 17:249-50, March, 1928.

An interesting performance was given creating Riley's characters, using his poems for conversation, and connecting them with transitional lines to fit each case. Appropriate stage settings were arranged.

454. Irene Hill Fitzgerald, "Defending the De Coverley Papers".

The English Journal, 17:237-39, March, 1928.

Motivation suggested for teaching the De Coverley Papers was the tracing of parallels between twentieth century life and eighteenth century abuse: as "false pride in ancestors" and "purposeless talking".

All kinds of problems were discussed by the teacher to make the children

express "little bright ideas" with more expression.

481. Betty A. Goodwyn, "Appreciation through creation".

The English Journal, IV:187-88, February, 1934.

With the motive of teaching appreciation through creation, a
minimum requirement for the last half of the Junior English class was:
"at least two lines that show".

482. Ruth Symon, "The bulletin board in English".

The English Journal, IV:248-49, March, 1934.

The bulletin board is especially valuable for correlating literature
with the other arts, particularly painting.

483. Gladys Louise Barloff, "Silent dramas".

The English Journal, IV:248-50, March, 1934.

An interesting performance was given creating Eliza's characters,
using his poems for conversation, and connecting them with transitional
lines to fit each case. Appropriate stage settings were arranged.

484. Irene Hill Patterson, "Recreating the De Coverley Papers".

The English Journal, IV:247-50, March, 1934.

Motivation suggested for teaching the De Coverley Papers was the
tracing of parallels between twelfth century life and eighteenth century
about: as "false pride is ancestor" and "purposeless talking".

455. Artemisia B. Bryson, "Bookkeeping in English composition".

The English Journal, 17: 240, March, 1928.

A bookkeeping project was used in connection with English composition. Themes were given a market price of 100 per cent for new themes, first class in every way. Deductions were made for misspelled words, faulty grammar, punctuation, and sentence structure. Vividness and originality were counted on the credit side.

456. Dorothy K. Austin, "Presenting poetry to reluctant juniors".

The English Journal, 17:241-43, March, 1928.

Teachers' College tests in judging poetry were given to pupils to stimulate interest in setting up standards for poetry. This interest was carried over to the short-story and the movies.

457. Albert Benjamin Cunningham, "Aims and methods in oral English".

The English Journal, 17:205-12, March, 1928.

The life-situation speech is preferable in oral English: the congratulatory speech, the after-dinner speech, the debate, article, or report.

458. Antoinette Baker, "Results of one 'Silas Marner' contract".

The English Journal, 17:294-99, April, 1928.

Scenes from Silas Marner were dramatized and presented. Material, characters, costumes, and scenery were carefully planned.

Projects worked out were: Silas's house from the outside, dressed dolls, notebooks, a miniature theater with several scenes, a collection of pictures following through some character's life, the making of a loom,

455. Vladimir B. Dyson, "Contributing to English composition".

The English Journal, 17: 200, March, 1938.

A contributing project was used in connection with English composition.

456. Thomas were given a market price of 100 per cent for new themes.

First class in every way. Deductions were made for misspelled words.

Fourth grammar, punctuation, and sentence structure. Vividness and

originality were counted on the credit side.

457. Dorothy E. Hunter, "Practical poetry to reluctant writers".

The English Journal, 17: 241-42, March, 1938.

Teachers' College took an English poetry was given to pupils to

estimate interest in writing up statements for poetry. This interest was

carried over to the short-story and the novel.

458. Albert Benjamin Cunningham, "Aims and methods in oral English".

The English Journal, 17: 205-12, March, 1938.

The discussion speech is given in oral English: the con-

tributing speech, the after-dinner speech, the debate, oration, or report.

459. Elizabeth Henry, "Results of one 'Living Language' course".

The English Journal, 17: 224-25, April, 1938.

Scenes from Living Language were dramatized and presented. Material.

Characters, costumes, and scenery were carefully planned.

Projects worked out were: Alice's house from the outside, dressed

girls, notebooks, a miniature theater with several scenes, a collection

of pictures following through more character's life, the making of a book.

and a miniature village of Raveloe. Oral composition work was presented with illustrations and demonstrations.

459. Alice K. Tupman, "Myths for moderns".

The English Journal, 17:311-15, April, 1928.

Mythology was taught in an English class to give insight into literary allusions and references in modern magazines. It was correlated with other subjects by the study of stars in science, stories of mythology translated by Latin pupils, and the mention of Greek gods in ancient history.

460. Arthur M. Seybold, "The Lady of the Lake in pantomine".

The English Journal, 17:316-20, April, 1928.

Members of the class studying The Lady of the Lake wrote scenes to be read: others acted during the reading. Soft music and colored lights accompanied the scenes.

461. Edward Harlan Webster, "Dramatization and the group method".

The English Journal, 17:320-25, April, 1928.

Active work in dramatization teaches more about the one-act play and the short story than weeks of talk.

462. Miriam Gabriel, "Communal verse writing".

The English Journal, 17:394-401, May, 1928.

A class of homogeneous pupils - first generation Americans of Polish descent - became actively interested in the English class through a program of ballad writing.

and a miniature village of Ravenna. Oral composition work was presented with illustrations and demonstrations.

439. Alice K. Tupper, "Myths for moderns".

The English Journal, 17:311-16, April, 1928.

Mythology was taught in an English class to give insight into literary allusions and references in modern magazines. It was correlated with other subjects by the study of stars in science, stories of mythology translated by Latin pupils, and the mention of Greek gods in ancient history.

440. Arthur M. Seybold, "The lady of the lake in pantomime".

The English Journal, 17:326-30, April, 1928.

Members of the class studying The lady of the lake wrote scenes to be read; others acted during the reading. Soft music and colored lights accompanied the scenes.

441. Edward Marian Webster, "Dramatization and the group method".

The English Journal, 17:330-33, April, 1928.

Active work in dramatization teaches more about the one-act play and the short story than weeks of talk.

442. William Gabriel, "Commonplace verse writing".

The English Journal, 17:394-401, May, 1928.

A class of homogeneous pupils - first generation Americans of Polish descent - became actively interested in the English class through a program of ballad writing.

463. Charlotte Coney, "A student-edited handbook".

The English Journal, 17:411-12, May, 1928.

A handbook was published by the students to explain problems which troubled them most in their English work.

464. Mary Sylvester Cline, "This advertising world".

The English Journal, 17: 446-54, June, 1928.

References to classics by modern advertising were studied as a project in English. Quotations adapted for use, pictures of characters from literature, and parts of well-known stories were found.

465. Edward Harlan Webster, "Selling ideas - and something more".

The English Journal, 17:458-62, June, 1928.

Class discussions were held on the economy of words in telegrams and in advertisements; newspapers were examined. Oral requests and letters of application were treated. Finally, each pupil read a play and tried to "sell" his choice to the class.

466. Hazel B. McDaniel, "Those dry old De Coverley Papers".

The English Journal, 17:480 - 86, June, 1928.

A joint project in literature and composition required each pupil to write, paralleling the study of Sir Roger De Coverley, a volume of essays based upon his own period, with "historical background and an underlying seriousness".

467. Ruth Flowerree, "Teaching junior high school composition".

The English Journal, 17:487-93, June, 1928.

488. *Emancipator*, "A student-edited handbook".

The English Journal, IV:411-12, May, 1935.

A handbook was published by the students in English which
troubled them most in their English work.

489. *Emancipator*, "This is a student-edited handbook".

The English Journal, IV:411-12, May, 1935.

Reference to classical by modern authors was listed as a
project in English. Questions covered for use, phrases of characters
from literature, and parts of well-known stories were found.

490. *Emancipator*, "This is a student-edited handbook".

The English Journal, IV:411-12, May, 1935.

Class discussions were held on the economy of words in language
and in literature; newspaper news was read. Oral recitations and
reading of English literature were included. Finally, each pupil read a play and
tried to "sell" his choice to the class.

491. *Emancipator*, "This is a student-edited handbook".

The English Journal, IV:411-12, May, 1935.

A joint project in literature and composition resulted each pupil
to write, paralleling the story of *Emancipator*, a volume of
essays based upon his own writing, with a critical background and an
underlying seriousness.

492. *Emancipator*, "This is a student-edited handbook".

The English Journal, IV:411-12, May, 1935.

Subjects for composition should represent life-situations and be close to natural interests. Letter writing and a class paper help to motivate, and a balopticon may be used to place themes on screen for correction.

468. Alice Jouveau Du Briand, "Checking outside reading".

The English Journal, 17:559-66, September, 1928.

To avoid dullness and monotony in book reports, various plans may be tried: a tabloid book review; a match, similar to a spelling match; the acting out of characters, to be guessed by class; group dramatization of scenes; autobiographies of principal characters; puppet shows; clubs; cards; etc.

469. Maurice E. Currier, "Devices for junior high school composition".

The English Journal, 17:566-69, September, 1928.

Assignments for compositions should be obtained from the pupils' interests. Models and special devices arouse interest. Results may be broadcast through the school paper, magazine, yearbook, or bulletin board.

470. Arthur Seybold, "Writing for print in junior high school".

The English Journal, 17:570-74, September, 1928.

The publication of a number of booklets of plays and individual research projects gives an opportunity for more varied types of studies.

471. Dorothy Parker, "Finding an audience".

The English Journal, 17:575, September, 1928.

Oral composition is stimulated by an audience. Book reports and

Subjects for composition should represent life-situations and be close to natural interests. Letter writing and a class paper help to motivate, and a bibliography may be used to place themes on a higher level of correction.

458. Alice Johnson in Bristol, "Working outside reading".

The English Journal, 17:555-55, September, 1928.

To avoid failure and mystery in book reports, various plans may be tried: a folded book review; a sketch, similar to a spelling match; the acting out of characters, to be guessed by class; group dramatization of scenes; photographs of principal characters; paper shows; slides; cards; etc.

459. Maurice E. Gwiler, "Devices for Junior High School Composition".

The English Journal, 17:555-55, September, 1928.

Assignments for compositions should be obtained from the pupils' interests. Models and special devices arouse interest. Results may be broadcast through the school paper, magazine, yearbook, or bulletin board.

460. Arthur Reynolds, "Writing for Print in Junior High School".

The English Journal, 17:570-74, September, 1928.

The publication of a number of booklets of plays and individual research projects gives an opportunity for more varied types of studies.

461. Dorothy Fisher, "Finding an audience".

The English Journal, 17:575, September, 1928.

Oral composition is stimulated by an audience. Book reports and

talks with demonstrations created interest when given before another class.

472. Dorothy V. Foster, "English motivation".

The English Journal, 17:579-81, September, 1928.

Motivation suggestions for all phases of English are given in this article: for literature, memorizing, dramatizing, oral reading, daily tests, special reports, special problems and games; for theme writing, subject matter, student correction, and rewards (publication); for journalism, student reviews, magazine, bulletin board, student interviews, and talks by prominent business people; for oral English, parliamentary drill, debates, and special lists of errors to be eliminated; for grammar, "language errors" box, charts, lists, games, puzzles, newspaper mistakes, and punctuation poems.

473. Marion Sayward, "Miniature anthologies".

The English Journal, 17:581-82, September, 1928.

In place of reports, a pamphlet of favorite poems was made by each pupil, with reasons why each poem received a place in the anthology.

474. Evaline Harrington, "Writing with a purpose".

The English Journal, 17:660-66, October, 1928.

Advertising copy - being full of present-day vitality and using recognized rules of literary composition - is of value in teaching theme-writing.

talks with demonstrations created interest when given before another class.

472. Dorothy V. Foster, "English Poetry Class".

The English Journal, 17:373-81, September, 1928.

Additional suggestions for all phases of English are given in this

article: for literature, recitation, dramatizing, oral reading, daily

lects, special reports, needed problems and games; for theme writing,

subject matter, student conversation, and reviews (public class); for

journalism, student reviews, magazines, bulletin boards, student interviews,

and talks by prominent business people; for oral English, parliamentary

style, debates, and special lists of errors to be eliminated; for grammar,

"Language review" for, charts, lists, games, exercises, newspaper articles,

and question boxes.

473. Marion Gayward, "Literature Anthologies".

The English Journal, 17:382-83, September, 1928.

In place of reports, a paragraph of favorite poems are read by

each pupil, with reasons why each poem receives a place in the anthology.

474. Evelyn Harrington, "Writing with a Purpose".

The English Journal, 17:660-68, October, 1928.

Advertising copy - being full of present-day vitality and using

recognized rules of literary composition - is of value in teaching these-

writing.

475. Clinton H. Collister, "A modern-costume venture into Shakespeare".

The English Journal, 17:669-72, October, 1928.

A scene from As You Like It was presented, first, in the traditional manner; then, as a surprise device, it was followed by the same scene in modern costume.

476. Alice Rice Cook, "The exhibition table".

The English Journal, 17:672-73, October, 1928.

A table was supplied with exhibits of books of modern authors, novels of the past, the best composition papers of the class, poetry volumes, pictures, theatrical models, etc..

477. Helen E. Mish, "Business letters survive?"

The English Journal, 17:675-78, October, 1928.

The class was divided into groups, and an actual correspondence was set up. Each group tried to get its readers to take definite action.

478. Grant M. Hyde, "What the high school teacher of journalism can and should do".

The English Journal, 17:714-29, November, 1928.

Topics selected from papers are "live", and subjects are close at hand and practical.

479. Regina D. Madden, "The little theater in the high school".

The English Journal, 17:729-32.

A little theater, student-managed, presented a one-act play to the student body every three weeks. Various committees cooperated with the art,

475. Clinton H. Collier, "A modern costume venture into Shakespeare".

The English Journal, 17:889-92, October, 1928.

A scene from As You Like It was presented, first, in the traditional manner; then, as a surprise device, it was followed by the same scene in modern costume.

476. Alice Rice Cook, "The exhibition table".

The English Journal, 17:878-79, October, 1928.

A table was supplied with exhibits of books of modern authors, novels of the past, the best composition papers of the class, poetry volumes, pictures, theatrical models, etc..

477. Helen E. Mich, "Shakespeare's father survives".

The English Journal, 17:873-75, October, 1928.

The class was divided into groups, and an actual correspondence was set up. Each group tried to get its readers to take definite action.

478. Grant M. Hyde, "What the high school teacher of journalism can and

should do".

The English Journal, 17:714-22, November, 1928.

Topics selected from papers are "live", and subjects are chosen of

hand and practical.

479. Edwin C. Anderson, "The little theater in the high school".

The English Journal, 17:703-05.

A little theater, student-managed, presented a one-act play to the student body every three weeks. Various committees cooperated with the act.

sewing, bookkeeping, and woodworking departments.

480. Margaret F. Rice, "What shall we do for Armistice Day?".

The English Journal, 17:757-60.

Each class in the high school was given a period of American history to present. Dramatizations, poems, and songs told the stories.

481. Marie E. Stait, "A classroom library".

The English Journal, 17:762-65, November, 1928.

A stimulus to reading was found in a classroom library, whereby the pupil witnessed daily the rows of books and pupils borrowing them.

482. "Book Week".

The English Journal, 17:771-73, November, 1928.

Contests suggested for Book Week are: written or oral reviews of favorite books, and essays on "Bookmaking"; "My Favorite Author"; designs for bookplates; posters; book jackets; slogans; ads for books; bookcases; book plays or book pageants; lists of books for a personal library; a class vote on favorite books; games; and a special Book Week number of the school paper.

483. Eunice H. Steele, "Haste thee, nymph".

The English Journal, 17:848-49, December, 1928.

Pen sketches were drawn on the board of "mirth", "jest", and "youthful jollity", etc., to make Milton's description more vivid to the pupils.

sewing, bookkeeping, and bookbinding department.

500. Margaret E. Rice, "What shall we do for 'Favorite Day'?"

The English Journal, 17:257-58.

Each class in the high school was given a period of instruction in history to present. Grammar, poetry, and drama told the stories.

481. Marie E. Blair, "A classroom library."

The English Journal, 17:258-59, November, 1928.

A stimulus to reading was found in a classroom library, whereby the pupil witnessed daily the rows of books and pupils borrowing them.

482. "Book Week".

The English Journal, 17:271-73, November, 1928.

Contacts suggested for book week are: written or oral reviews of

favorite books, and essays on "bookmaking"; "my favorite author";

designs for bookplates; posters; book jackets; slogans; etc. for books;

bookcases; book bins or book pedestals; lists of books for a personal

library; a class vote on favorite books; games; and a special book week

number of the school paper.

483. Marie E. Blair, "Have thee, nymph."

The English Journal, 17:282-83, December, 1928.

Pen sketches were drawn on the board of "night", "jest", and

"youthful jollity", etc., to make Milton's description more vivid to the

pupils.

484. Ethel G. Reed, "On the value of side shows in the class-room circus".
The English Journal, 17:854-57, December, 1928.

Pictures on the bulletin board lend interest to class-room work.

485. Sally I. Roody, "Student directors for high school plays".
The English Journal, 18:23-8, January, 1929.

One-act plays, selected, directed, and staged by the pupils themselves, became projects in one class for oral English. Observance of parliamentary law, work on committees, and acting determined the pupils' marks for the period.

486. Evaline Harrington, "The code of a good sport".
The English Journal, 18:45-50, January, 1929.

Grantland Rice's "Code of a Good Sport" was applied to Idylls of the King. The pupils found authority in The Idylls for each law.

487. Dorothy Dakin, "Courtesy and composition through pantomime".
The English Journal, 18:51-2, January, 1929.

Violations of good manners were pantomimed by pupils, guessed by the class, and discussed.

488. Eunice H. Steele, "Outside reading".
The English Journal, 18:52-3, January, 1929.

Since members of the senior English class were required to read eight books a year for outside reading, the teacher decided to allow the pupils to find writers who had written at least eight interesting books, to gather criticisms, make up some, and look for their own illustrative material.

494. Daniel G. Reed, "On the value of side shows in the class-room cinema."

The English Journal, IV:334-35, December, 1933.

Pictures on the bulletin board have interest in class-room work.

495. Sally L. Hooley, "Student directors for high school plays."

The English Journal, 18:22-3, January, 1934.

Latest plays, selected, directed, and acted by the pupils themselves.

became projects in one class for oral English. Overstressed participation

law, work on committees, and action determined the pupils' marks for the

period.

496. Evelyn Harrington, "The role of a good agent."

The English Journal, 18:48-50, January, 1934.

Granland Rice's "Code of a Good Agent" was applied to Twelve of

the King. The pupils found authority in The Twelve for each law.

497. Dorothy Babin, "Courtesy and composition through pantomime."

The English Journal, 18:51-2, January, 1934.

Violations of good manners were punished by pupils, passed by

the class, and discussed.

498. Emma H. Steele, "Outside reading."

The English Journal, 18:53-5, January, 1934.

Since members of the senior English class were required to read eight

books a year for outside reading, the teacher decided to allow the pupils

to find writers who had written at least eight interesting books, to gather

criticisms, make up some, and look for their own illustrative material.

489. Augusta W. Pates, "Book reports in junior high school".

The English Journal, 18:54-5, January, 1929.

Suggestions given for book reports are as follows: a topic sentence to enlarge upon; letters written to a chum's mother recommending a book; an oral account; book tests; making new type questions in class; and questions by pupils who have already read the book.

490. Leila Rosenfeld, "A local baedeker".

The English Journal, 18:56-8, January, 1929.

As a substitute for the old-fashioned graduation essay, two senior English classes worked out a book entitled "Things of Interest in and about Milwaukee". Oral interviews and written composition were necessary.

491. Bernice B. Beggs, "Working to capacity in literature".

The English Journal, 18:58-60, January, 1929.

A plan to motivate outside reading provides "honorary degrees" for pupils fulfilling certain requirements. A chart kept on the wall notes the progress of the pupils.

492. Charles H. Butler, "The high-school annual rejuvenated".

The English Journal, 18:119-28, February, 1929.

The project of a school annual was made possible by having all the work done in school and by members of the school. A multigraph was used; pictures were composed of photographs and linoleum block prints.

488. Eugene V. Bates, "Book reports in junior high school".

The English Journal, 18:24-6, January, 1928.

Suggestions given for book reports are as follows: a topic sentence

to enter upon; letters written to a character or other recommending a book;

an oral account; book tests; making new type questions in class; and

questions by pupils who have already read the book.

489. Lella Rosenthal, "A local publisher".

The English Journal, 18:26-8, January, 1928.

As a substitute for the old-fashioned graduation essay, two senior

English classes worked out a book entitled "Times of Interest in and

about Milwaukee". Oral interviews and written composition were necessary.

491. Bernice B. Beyer, "Working to capacity in literature".

The English Journal, 18:28-30, January, 1928.

A plan to motivate outside reading provides "honorary degrees" for

pupils fulfilling certain requirements. A chart kept on the wall notes

the progress of the pupils.

492. Charles H. Butler, "The high-school annual rejuvenated".

The English Journal, 18:119-25, February, 1928.

The project of a school annual was made possible by having all the

work done in school and by members of the school. A multipurpose was used;

pictures were composed of photographs and linoleum block prints.

493. H. Y. Moffett, "Applied tactics in teaching literature".

The English Journal, 18:128-34, February, 1929.

An introduction of cowboy songs aroused interest in a study of old ballads.

494. Helen I. Davis, "Teaching A Son of the Middle Border".

The English Journal, 18:151-57, February, 1929.

Hamlin Garland's story was presented via his main traveled roads. An illustrated map was made of his experiences in travel. Research themes were based on the reading.

495. Elsie Speckman Hauswald, "An oasis in 9A Bible study".

The English Journal, 18:160-62, February, 1929.

Illustrated editions and slides were used in 9A Bible study. A replica was made of Moses in the bulrushes. Ruth and Boaz were carved on a hand-wrought vase. A collection was made of cathedral pictures. The Tower of Babel was carved from soap. A newspaper, "The Beersheba Daily", was printed.

496. Margaret Miller, "The oral grammar tournament".

The English Journal, 18:162-63, February, 1929.

Pupils were divided into groups, which competed for the highest marks in grammar tests.

497. Leila Rosenfeld, "A color anthology".

The English Journal, 18:163-64, February, 1929.

In order to stimulate interest in American poetry, poems containing

494. B. V. Koffert, "Applied tactics in teaching literature".

The English Journal, 18:128-31, February, 1929.

An introduction of cowboy songs aroused interest in a study of

old ballads.

495. Helen T. Davis, "Teaching A Son of the Middle Border".

The English Journal, 18:151-57, February, 1929.

William Garland's story was presented via his main traveled roads.

An illustrated map was made of his experiences in travel. Research themes

were based on the reading.

496. Elsie Spachman Henshaw, "An oasis in SA Bible study".

The English Journal, 18:180-82, February, 1929.

Illustrated editions and slides were used in SA Bible study. A

replica was made of bones in the palm-leaf. Ruth and Boaz were carved on a

hand-wrought vase. A collection was made of cathedral pictures. The tower

of Babai was carved from soap. A newspaper, "The Bazarbaba Daily", was

printed.

497. Margaret Miller, "The oral grammar tournament".

The English Journal, 18:182-83, February, 1929.

Pupils were divided into groups, which competed for the highest

marks in grammar tests.

498. Julia Rosenfeld, "A color anthology".

The English Journal, 18:185-86, February, 1929.

In order to stimulate interest in American poetry, poems containing

definite colors were typed on pages of a corresponding color and bound into a book.

498. Ida R. Lipton, "An experiment in making fiction vivid".

The English Journal, 18:166-68, February, 1929.

A picture book illustrating Norman times was made to stimulate work in Ivanhoe. The book was expanded to include material on Elizabethan England when the class was studying Shakespeare.

499. Frances W. Mallory, "A senior gift".

The English Journal, 18:244-45, March, 1929.

A class of seniors for a gift to the school equipped an English room with tables and chairs, pictures and portraits, a bookcase and books, a display table, bulletin board, typewriter, and piano.

500. Marjorie Jones, "Mudpuddles".

The English Journal, 18:335-37, April, 1929.

Word pictures of mudpuddles were given in class to stimulate creative verse.

501. Elizabeth McMillan, "Selected cruises through literature".

The English Journal, 18:337-39, April, 1929.

The reading of books leading up to future vocations was done in the guise of a cruise. Logs of the ship's progress took the place of themes.

502. Margaret L. Kellenback, "An effective plan for vivid narration".

The English Journal, 18:339-41, April, 1929.

Definite colors were typed on pages of a corresponding color and being fast
a book.

498. Ida R. Lippson, "An experiment in making fiction vivid".

The English Journal, 18:188-89, February, 1929.

A picture book illustrating Norman times was made to stimulate
work in Ivanhoe. The book was expanded to include material on Elizabethan
England when the class was studying newspapers.

499. Frances W. Malloy, "A senior gift".

The English Journal, 18:244-45, March, 1929.

A class of seniors for a gift to the school designed an English
room with tables and chairs, pictures and portraits, a bookcase and books,
a display table, bulletin board, typewriter, and piano.

500. Marjorie Jones, "Anecdotes".

The English Journal, 18:335-37, April, 1929.

Word pictures of anecdotes were given in class to stimulate
creative verses.

501. Elizabeth McMillan, "Selected crisscross through literature".

The English Journal, 18:337-38, April, 1929.

The reading of books leading up to future vocations was done in
the guise of a cruise. Logs of the ship's progress took the place of
theses.

502. Margaret L. Kallman, "An effective plan for vivid narration".

The English Journal, 18:339-41, April, 1929.

A composition project on "The State Fair" was modeled on "The Circus" project in Webster and Smith.

503. Elsie Speckman Hauswald, "Beards vs. enjoyment in American poetry".
The English Journal, 18:342-43, April, 1929.

Prints, pictures, and family heirlooms were kept on the display table during a study of American poetry.

504. Jeannette Kyle, "Mother's Day booklets".
The English Journal, 18:343-34, April, 1929.

An incentive to creative writing was the publication of original poems in booklet form to be used as a gift on Mother's Day.

505. Dorothy Dakin, "The Stop Shop Store in sophomore composition".
The English Journal, 18:416-17, May, 1929.

The class was organized into a department store. Written composition work was based on telegrams, ads, friendly letters between customers, and monologues of store experiences. For oral compositions, there were discussions of good and bad ads, sales talks, telephone conversations, addresses, and discussions of books. The publishing of the Stop Shop Store News concluded the project.

506. Rowena Keith Keyes, "Self-education in English".
The English Journal, 18:477-82, June, 1929.

Along with compiling an anthology of Amy Lowell's poems, a collection of paintings similar in spirit was made.

A composition project on "The State Fair" was modeled on "The Circus"

project in Webster and Smith.

503. Elsie Eberhard Hunsfeld, "Birds vs. enjoyment in American poetry".

The English Journal, 18:342-43, April, 1929.

Prizes, pictures, and family heirlooms were kept on the display table

during a study of American poetry.

504. Jennette Kyle, "Mother's Day booklets".

The English Journal, 18:343-34, April, 1929.

An incentive to creative writing was the publication of original

poems in booklet form to be used as a gift on Mother's Day.

505. Dorothy Berlin, "The Shop Store in sophomore composition".

The English Journal, 18:418-19, May, 1929.

The class was organized into a department store. Written composition

work was based on telegrams, ads, friendly letters between customers, and

monologues of store experiences. For oral compositions, there were dis-

cussions of good and bad ads, sales talks, telephone conversations,

addresses, and discussions of books. The publishing of The Shop Store

Store News concluded the project.

506. Howard Keith Hayes, "Self-education in English".

The English Journal, 18:477-82, June, 1929.

Along with compiling an anthology of my class's poems, a

collection of paintings similar in spirit was made.

507. Vivian W. Lundberg, "That'first fine careless rapture!'".

The English Journal, 18:488-90, June, 1929.

To interest pupils in writing, an old psychology experiment was tried. The teacher wrote a phrase on the board, telling the pupils to write the objects and experience that came into their minds.

508. Willmer A. Hoerr and John G. Koontz, "Treasure Island - an industrial boys' project".

The English Journal, 18:497-99, June, 1929.

Dramatizing Treasure Island was fun for a group of Industrial boys. Settings and costumes were made by the pupils. The play was presented in chapel.

509. P. E. Neumann, "Teaching composition plus".

The English Journal, 18:499-501, June, 1929.

A one-semester course in journalism was substituted for one section of sophomore composition as an experiment in motivation. The work was sold to a daily newspaper for five cents an inch for news of the village and fifty cents for specials.

510. Luella B. Cook, "A substitute for the weekly theme".

The English Journal, 18:545-48, September, 1929.

During the study of The Idylls of the King or Ivanhoe, booklets were made with covers representing a castle. The continued story inside developed such chapter headings as: "The Castle Awakes"; "A Clandestine Meeting".

507. Vivian W. Lundberg, "The first time a release request!".

The English Journal, 18:488-50, June, 1929.

To increase pupils in writing an old psychology experiment was tried. The teacher wrote a phrase on the board, telling the pupils to write the objects and experience that came into their minds.

508. William A. Boer and John C. Kowalski, "Treasure Island - an industrial boys' project".

The English Journal, 18:497-50, June, 1929.

"Treasure Island" was for a group of industrial boys. Settings and costumes were made by the pupils. The play was presented in chapel.

509. F. E. Hermann, "Technical composition class".

The English Journal, 18:520-21, June, 1929.

A one-semester course in journalism was substituted for one section of sophomore composition as an experiment in motivation. The work was sold for a daily newspaper for five cents an inch for news of the village and fifty cents for special.

510. Louisa G. Cook, "A substitute for the weekly theme".

The English Journal, 18:545-48, September, 1929.

During the study of The Iliad of the Iliad or Iliad, booklets were made with covers representing a castle. The contained story, inside developed such chapter headings as: "The Castle Iliad"; "A Glorious Meeting".

511. Emily Fanning Barry, "Avenues to Shakespeare".

The English Journal, 18:556-64, September, 1929.

Construction of a Shakesperian theater, sketches of men and women in appropriate costume, and written reports of customs of Elizabethan times as compared with the present prepared the student for the reading of Shakespeare.

512. Doris P. Merrill, "The fascinating game of teaching".

The English Journal, 18:570-73, September, 1929.

A project was worked out in the Quincy high school: "Quincy - Then and Now". A project of child life in different lands and the keeping of journals were also interesting.

513. Margaret Cook, "Some entries for the commonplace book".

The English Journal, 18:576-82, September, 1929.

Some devices tried in an English class were: a reading hour which led to the purchase of art pieces; the construction of a small theater built by manual training boys; a puppet show; and musical projects, with lyrics studied in class put to music.

514. Harlan M. Adams, "An oral English project".

The English Journal, 18:585-87, September, 1929.

Oral English was taught through debating.

515. "The hypothetical Hottentot".

The English Journal, 18:587-89, September, 1929.

A plan for anticipating errors in speech was carried out by a

511. Emily Tennant Barry, "Advances to Shakespeare".

The English Journal, 18:555-54, September, 1929.

Construction of a Shakespearean character, sketches of men and women in appropriate costumes, and written reports of customs of Elizabethan times as compared with the present prepared the student for the reading of Shakespeare.

512. Doris F. Merrill, "The fascinating game of teaching".

The English Journal, 18:573-72, September, 1929.

A project was worked out in the Quincy High school: "Quincy - Then and Now". A project of child life in different lands and the keeping of journals were also interesting.

513. Margaret Cook, "Some entries for the commonplace book".

The English Journal, 18:576-52, September, 1929.

Some devices tried in an English class were: a reading hour which led to the purchase of art glasses; the construction of a small theater built by manual training boys; a puppet show; and musical projects, with lyrics studied in class and for music.

514. Harlan W. Adams, "An oral English project".

The English Journal, 18:585-87, September, 1929.

Oral English was taught through debating.

515. "The hypothetical historical".

The English Journal, 18:587-88, September, 1929.

A plan for anticipating errors in speech was carried out by a

class instructing an imaginary classmate - a hypothetical Hottentot - in English grammar.

516. Fanny B. French, "'The love of the book' - an experiment in eighth grade English".

The English Journal, 18:589-90, September, 1929.

A circulating library was made of sixty well-selected books brought to the classroom. The class period was given over to reading, and one day a week was devoted to book reports.

517. Margaret Sturgeon, "Utilizing the white space in the high-school newspaper".

The English Journal, 18:590-93, September, 1929.

The advertising space in school publications has composition values- the four forms of discourse and possible choice of words may be illustrated.

518. Vera Bronson O'Neill, "Caesar bleeds in sport".

The English Journal, 18:596-97, September, 1929.

A dramatization of Shakespeare is described as a project of value.

519. Elizabeth W. Baker, "The teaching of oral English I. Yes and no".

The English Journal, 18:641-46, October, 1929.

Lists were made of expression of agreement and disagreement which may be substituted for "yes" and "no".

520. Evaline Harrington, "The school page".

The English Journal, 18:663-72, October, 1929.

class instructing an imaginary classmate - a hypothetical student - in English grammar.

516. Henry B. French, "The love of the book" - an experiment in eighth grade English.

The English Journal, 18:586-90, September, 1929.

A circulating library was made of sixty well-selected books brought to the classroom. The class period was given over to reading, and one day a week was devoted to book reports.

517. Margaret Stangor, "Utilizing the white space in the high-school newspaper."

The English Journal, 18:593-95, September, 1929.

The advertising space in school publications has composition value - the form of discourse and possible choice of words may be illustrated.

518. Vera Johnson O'Neill, "Censorship in sport."

The English Journal, 18:596-97, September, 1929.

A dramatization of Shakespeare is described as a project of value.

519. Elizabeth W. Baker, "The teaching of oral English I. Yes and no."

The English Journal, 18:641-46, October, 1929.

These were made of expression of agreement and disagreement which

may be substituted for "yes" and "no."

520. Evelyn Harrington, "The school page."

The English Journal, 18:651-52, October, 1929.

The incentive of writing for print is offered by a school page in the town or county paper.

521. Catherine A. Whittier, "For Book Week".

The English Journal, 18:676-77, October, 1929.

A prize was offered to the student originating the best poster for Book Week. The greatest achievement of the week was the writing and dramatizing of a play, "Best-loved Books".

522. Helen Muellenschlader, "Classical myths vitalized".

The English Journal, 18:677-78, October, 1929.

Classical myths were rewritten into newspaper material. Weather reports from Olympus, stories of nature myths, accounts of Atlanta's Race and single combats of the Trojan War, and features on Grecian art and fashions were written.

523. Ethel E. Holmes, "Conversation in school".

The English Journal, 18:712-20, November, 1929.

The inclusion of conversation in English classroom activities is advocated with the idea of making a game of it; conversational score-cards may be drawn up with points and penalties.

524. Luella B. Cook, "Talking out the written composition".

The English Journal, 18:738-41, November, 1929.

In this experiment round table discussions were held to stimulate ideas for themes.

The incentive of writing for points is offered by a school page

in the form of county paper.

321. Catherine A. Whitson, "For Book Week".

The English Journal, 18:373-77, October, 1929.

A prize was offered to the student obtaining the best poster for

Book Week. The greatest achievement of the week was the writing and

dramatizing of a play, "Book-Loved Books".

322. Helen M. Hunsicker, "Classical myths visualized".

The English Journal, 18:377-78, October, 1929.

Classical myths were rewritten into newspaper material. Further

reports from Olympia, stories of native myths, accounts of Atlanta's Race

and single contests of the Trojan War, and the wars on Crete and

fables were written.

323. Ethel R. Holmes, "Conversation in school".

The English Journal, 18:732-33, November, 1929.

The inclusion of conversation in English classroom activities is

advocated with the idea of making a game of it; conversational acrobatics

may be drawn up with points and penalties.

324. Lucile E. Cook, "Talking out the written composition".

The English Journal, 18:733-34, November, 1929.

In this experiment round table discussions were held to stimulate

ideas for themes.

525. Lulu A. Album, "Laissez faire in English".

The English Journal, 18:758-61, November, 1929.

The library was used in place of textbooks for a course in Modern Literature. Pupils read one story a day for a week, reported orally in class, and wrote an account in their notebooks. A card catalogue of short stories in the school and town libraries was compiled.

526. Lillian Michelson, "A motion picture theater of our own".

The English Journal, 18:761-62, November, 1929.

Seventh-grade pupils chose a plot for a play from a fairy tale. A small theater was constructed, and film was drawn on rolls of paper; a talkie effect was produced by pupils standing out of sight.

527. Josephine Harris, "Bringing Marmion to life".

The English Journal, 18:763-64, November, 1929.

A study of background material of Marmion was motivated by various projects: a map of Marmion country, posters, oral reports, a notebook of Scott, models of castles, dramatization, dressed dolls, memory work, and drawings.

528. Mabel C. Gorman, "Contrasts in the literature class".

The English Journal, 18:767-69, November, 1929.

Interest was aroused in a class in world literature by posters of mythological subjects, a bulletin board of pictures of contemporary writers, reviews of late books, plays, and movies, and a filled book-case.

825. John A. Alden, "Hansen's Place in English".

The English Journal, 18:753-57, November, 1929.

The library was used in place of textbooks for a course in Modern Literature. Pupils read one story a day for a week, reported orally in class, and wrote an account in their notebooks. A card catalogue of short stories in the school and town libraries was compiled.

826. William Michelson, "A nation builds its own".

The English Journal, 18:761-62, November, 1929.

Seventh-grade pupils chose a plot for a play from a fairy tale. A small theater was constructed, and this was drawn on rolls of paper; a talkie effect was produced by pupils standing out of sight.

827. Josephine Harris, "Bringing Marston to life".

The English Journal, 18:763-64, November, 1929.

A study of background material of Marston was motivated by various projects: a map of Marston country, costumes, oral reports, a notebook of Scott, models of castles, dramatization, dressed dolls, memory work, and drawings.

828. Abel C. Gorman, "Contrasts in the literature class".

The English Journal, 18:767-69, November, 1929.

Interest was aroused in a class in world literature by posters of mythological subjects, a bulletin board of pictures of contemporary writers, review of late books, plays, and movies, and a filled book-case.

529. S. O. Forem, "Language for junior high school".

The English Journal, 18:822-27, December, 1929.

Themes may be distributed among members of class. and technical errors marked in margin by checks, leaving the pupil to find his own mistakes. In oral work, a "silent service" group notes language errors and discusses them at a later period.

530. Gretchen Miller, "The power of purpose".

The English Journal, 18:833-38, December, 1929.

Pupils assumed the roles of doctors, lawyers, engineers, etc., and looked for the application in the day's work of some grammar rule they had chosen. The same field of work was maintained throughout the year and writeups formed part of the notebook work.

531. Jennie Allensworth, "Teaching The Talisman in ninth grade English".

The English Journal, 18:839-42, December, 1929.

Scenes from The Talisman were dramatized; puppets were made; a puppet show was given on a miniature stage; and a gothic chapel was constructed, by a class studying The Talisman.

532. Mabel Frances Rice, "Capturing national prizes in essay work".

The English Journal, 19:24-31, January, 1930.

Essay contests such as those sponsored by the Woman's Christian Temperance Union and the Highway Education Board encourage composition work. In preparation for one contest a "safety first" campaign was carried on, involving much study, before the pupils began to write the essays; similar preparation was made for the "temperance" contest.

529. C. B. Brown, "Language for Junior High School".

The English Journal, 18:522-27, December, 1929.

Themes may be distributed among members of class, and technical

errors marked in margin by checks, leaving the pupil to find his own mistakes. In oral work, a "silent service" group notes language errors and discusses them at a later period.

530. Gretchen Miller, "The Power of Language".

The English Journal, 18:522-25, December, 1929.

Pupils assumed the roles of historians, lawyers, engineers, etc., and

looked for the application in the day's work of some grammar rule they had chosen. The same field of work was maintained throughout the year and writings formed part of the notebook work.

531. Jennie Allenworth, "Teaching *The Tell-Tale Heart* in Ninth Grade English".

The English Journal, 18:526-28, December, 1929.

Scenes from *The Tell-Tale Heart* were dramatized; puppets were made; a

puppet show was given on a miniature stage; and a Gothic chapel was constructed, by a class studying *The Tell-Tale Heart*.

532. Mabel Frances Rice, "Organizing National Games in Study Units".

The English Journal, 19:24-25, January, 1930.

Essay contests such as those sponsored by the Women's Christian

Temperance Union and the Highway Education Board encourage composition

work. In preparation for one contest a "safety first" campaign was

carried on, involving much study, before the pupils began to write the

essays: another preparation was made for the "temperance" contest.

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533. Esther Lolita Holcomb, "By silken threads".

The English Journal, 19:40-44, January, 1930.

An attempt to interest pupils in poetry was made through carefully selected magazine poems full of pictures, color, sound, and mood suggestions.

534. H. D. Roberts, "The chanting of poetry".

The English Journal, 19:76-7, January, 1930.

The chanting of poetry used as an introduction to oral reading may continue as an active interest throughout life.

535. Carrie Belle Parks, "Romance of sea and sky".

The English Journal, 19:132-37, January, 1930.

Illustrative work for literature of exploration and adventure consisted of a portrait gallery of aviators, adventurous scientists, and explorers. Clippings and items about women in aviation and scientific expeditions were collected.

536. Bertram Enos, "Odysseus' latest adventure".

The English Journal, 19, 141-47, February, 1930.

A selection from The Odyssey written as a scrap of an old manuscript awakened interest in the reading of the book. Groups of students were given special fields of research: armor, weapons, and warfare of the Homeric Age, religion, etc.. Class artists blocked out the outline of a map. A paragraph aping the style of The Odyssey was assigned for the composition work. A map was made by the geography class, a cart by the manual training class, and the painting of the map done by the art class.

523. Father John Holcomb, "Pyralis threads".

The English Journal, 19:40-41, January, 1930.

An attempt to interest pupils in poetry was made through carefully

selected magazine poems full of pictures, color, sound, and mood suggestions.

524. H. D. Roberts, "The chanting of poetry".

The English Journal, 19:46-47, January, 1930.

The chanting of poetry used as an introduction to oral reading may

confer an active interest throughout life.

525. Carrie Belle Porter, "Romance of sea and sky".

The English Journal, 19:132-33, January, 1930.

Illustrative work for literature of exploration and adventure

consisted of a portrait gallery of explorers, adventurous scientists, and

explorers. Clippings and items about women in aviation and scientific

expeditions were collected.

526. Burton Ross, "Odysseus' latest adventures".

The English Journal, 19:141-42, February, 1930.

A selection from The Odyssey written as a copy of an old manuscript

awakened interest in the reading of the book. Grades of students were

given special titles of research: sailor, warrior, and writer of the

Homeric age, religion, etc. Class artists looked out the outline of a

map. A paragraph giving the style of the Odyssey was assigned for the

composition work. A map was made by the geography class, a copy by the

annual training class, and the painting of the map done by the art class.

537. Marion Sheridan, "The new high school literary magazine".

The English Journal, 19:147-53, February, 1930.

A literary magazine was published to stimulate creative writing by all of the pupils.

538. Sister M. Florence, S. S. J., "She stoops to conquer".

The English Journal, 19:155-56, February, 1930.

"She Stoops to Conquer" was dramatized in class and presented in general assembly. A handbound and illustrated book was made, composed of character sketches, essays, and a play analysis.

539. Dorothy V. Hubbell, "High school pupil librarians".

The English Journal, 19:157-59, February, 1930.

The cataloguing of the entire library by the junior class was a project of prevocational value and a service to the school. A paper was required at the end of the unit on "The Value of Cataloguing the Library".

540. Daniel M. Sunday, "Modern Shakespeare".

The English Journal, 19:160-61, February, 1930.

Dramatization of Shakesperean plays in modern dress is a means of enlisting pupil interest. The pointing out of witticisms in the play may lead to a keener literary enjoyment.

541. Ann Thorp Reynolds, "Commencement as an English project".

The English Journal, 19:161-63, February, 1930.

"Rowan County - Past, Present and Future", with tableaux and talks, provided material for reading, oral and written composition, and a

537. Marion Sheridan, "The new high school literary magazine".

The English Journal, 19:147-52, February, 1950.

A literary magazine was published to stimulate creative writing
by all of the pupils.

538. Sister M. Florence, S. N. D., "The scope to compare".

The English Journal, 19:155-58, February, 1950.

"The Scope to Compare" was translated in class and presented in
general assembly. A handwritten and illustrated book was made, composed of
character sketches, essays, and a play analysis.

539. Dorothy V. Hubbell, "High school pupil literature".

The English Journal, 19:167-70, February, 1950.

The cataloging of the entire library by the junior class was a
project of practical value and a service to the school. A paper was
required at the end of the unit on "The Value of Cataloging the Library".

540. Daniel W. Sunday, "Modern Shakespeare".

The English Journal, 19:180-81, February, 1950.

Presentation of Shakespearean plays in modern dress is a means of
arousing pupil interest. The pointing out of witisms in the play
may lead to a keener literary enjoyment.

541. Ann Thorp Reynolds, "Commentary as an English project".

The English Journal, 19:181-82, February, 1950.

"Roman County - Past, Present and Future", with tableaux and talks,
provided material for reading, oral and written composition, and a

Commencement program.

542. Richard Thompson, "Literary and debating societies".

The English Journal, 19:222-27, March, 1930.

Rivalry and reward in the form of a society was found to spur students on in their English work. Tryouts for membership - recitations, original essays, and orations - formed the programs for the meetings. At a banquet at the end of the year former members spoke of club pleasures and values.

543. H. Ward McGraw, "Shylock".

The English Journal, 19:227-30, March, 1930.

A true - false test upon characteristics of Shylock furnished motivation for a discussion of student impressions of Shylock.

544. Katherine Kubler, "Decorating my sophomore room".

The English Journal, 19:238-39, March, 1930.

A room was transformed by bright curtains, bookshelves, and a table cover.

545. Jessie A. Southward, "The high school dramatic club".

The English Journal, 19:309-12, April, 1930.

The making of scenery, costuming, lighting, and poster-making gave opportunities for other pupils besides talented actors to belong to the dramatic club.

Government program.

542. Richard Thompson, "Literary and debating societies".

The English Journal, 19:222-27, March, 1930.

Literary and debating in the form of a society was found to give students an in their English work. Typewritten for membership - resolutions, original essays, and orations - formed the program for the meetings. At a banquet at the end of the year former members spoke of club pleasures and values.

543. H. Ward McGraw, "Elylock".

The English Journal, 19:227-30, March, 1930.

A true - false test upon characteristics of Elylock furnished motivation for a discussion of student impressions of Elylock.

544. Katherine Kupfer, "Decorating my sophomore room".

The English Journal, 19:228-30, March, 1930.

A room was transformed by bright curtains, bookshelves, and a table cover.

545. Jeanie A. Southward, "The high school dramatic club".

The English Journal, 19:302-12, April, 1930.

The making of scenery, costumes, lighting, and poster-making gave opportunities for other pupils besides talented actors to belong to the dramatic club.

546. Elizabeth Collette, "Broadcast K. D. K. A".

The English Journal, 19:313-18, April, 1930.

Book reviews were given in the form of a broadcast.

547. Anna Grace Smith, "To the classics via sketching".

The English Journal, 19:319-20, April, 1930.

Scenes from the classics were drawn to illustrate the reading.

548. Helen M. McCadden, "Modernizing The Odyssey".

The English Journal, 19:322-24, April, 1930.

Class volunteers looked up the background and mythology of The Odyssey and gave reports in class. Odysseus's route was traced on maps. A class book was written modernizing the classical deities.

549. Marie Luck, "Varieties of book reports".

The English Journal, 19:324-26, April, 1930.

Varieties of book reports which were tried in one class are: for oral reports, dramatization of scenes, imaginary dialogue between book characters, interviewing of character by students; for written reports, a paragraph written by a character of the book, an imitation of the manner of the book, and friendly letters. Pageants and shadow plays are also mentioned.

550. Annarrah Lee Stewart, "Freedom with direction".

The English Journal, 19:357-63, May, 1930.

An interesting experiment was conducted in verse-writing, using

540. Elizabeth Colledge, "Broadcast L. B. E. 4".

The English Journal, 19:313-18, April, 1950.

Book reviews were given in the form of a broadcast.

541. Anne Grace Smith, "To the classics via speaking".

The English Journal, 19:319-20, April, 1950.

Scenes from the classics were drawn to illustrate the reading.

542. Helen W. McCadden, "Observing the Observer".

The English Journal, 19:322-24, April, 1950.

Class volunteers looked up the background and mythology of the
Observer and gave reports in class. McCadden's route was traced on maps.
A class book was written recording the classical details.

543. Marie Luck, "Varieties of book reports".

The English Journal, 19:324-28, April, 1950.

Varieties of book reports which were tried in one class are: for
oral reports, dramatization of scenes, imaginary dialogue between book
characters, interviewing of characters by students; for written reports,
a paragraph written by a character of the book, an imitation of the
manner of the book, and friendly letters. Favorites and shadow plays are
also mentioned.

544. Annabeth Lee Stewart, "Freedom with direction".

The English Journal, 19:327-33, May, 1950.

An interesting experiment was conducted in verse-writing, using

four essentials: (1) creative atmosphere of the school; (2) reading good poetry; (3) conferences; (4) publication in school or book. Projects consisted of illustrated anthologies of the pupils' favorite poems.

551. Lionel Crocher, "Services for the speech teacher".

The English Journal, 19:374-77, May, 1930.

Ideas suggested for the speech teacher include: public speaking assemblies, conference periods, impromptu speech subjects, outside speakers, after-dinner speeches, and speeches for audiences.

552. Carrie Belle Parks, "Poetry as historical experience".

The English Journal, 19:384-90, May, 1930.

By studying the background of the historical period, poetry is made more real to the students.

553. Agnella Gunn, "Dictation as a teaching procedure".

The English Journal, 19:401-4, May, 1930.

Dictation is used as a device for teaching spelling.

554. Sarah Agnes Wallace, "A living current in high-school literature".

The English Journal, 19:404-6, May, 1930.

Games, contests, puzzles, matchings, and identifications were used in literature review. In a plan of wider scope, the class made a list of twenty or more occupations referred to in their texts and conducted research upon them.

four essentials: (1) creative atmosphere of the school; (2) reading good poetry; (3) conferences; (4) publication in school or book. Projects consisted of illustrated anthologies of the pupils' favorite poems.

551. Lionel Crocker, "Services for the speech teacher".

The English Journal, 19:374-77, May, 1930.

Ideas suggested for the speech teacher include: public speaking

assemblies, conference periods, impromptu speech subjects, outside speakers, after-dinner speeches, and speeches for audiences.

552. Carrie Belle Parks, "Poetry as historical experience".

The English Journal, 19:384-90, May, 1930.

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Dictation is used as a device for teaching spelling.

554. Sarah Agnes Wallace, "A living current in high-school literature".

The English Journal, 19:404-6, May, 1930.

Games, contests, puzzles, matchings, and identifications were used in literature review. In a plan of wider scope, the class made a list of twenty or more occupations referred to in their texts and conducted research upon them.

555. J. Erle Grinnell, "A race that taught English literature".

The English Journal, 19:463-70, May, 1930.

Competition between four sections in a class of English literature maintained interest through charts and records. A sheet of literary gossip was edited, entitled "The Tatler".

556. John Louis Horn, "The speech chorus: an exercise in general aesthetics".

The English Journal, 19:478-81, June, 1930.

The speech chorus is valuable in transmitting a mood in poetry.

557. Veye Marquis, "Modern knights of King Arthur".

The English Journal, 19:486-87, June, 1930.

After studying The Idylls of the King, a class organized a modern Round Table. The lives and achievements of prominent men of the present were discussed, and the most worthy were elected to membership.

558. Frances Magdanz, "Teacher composition for student comment".

The English Journal, 19:487-89, June, 1930.

The reading by the teacher of a composition which she has prepared herself may be a stimulating model.

559. Warren Shepard, "Three types of conference".

The English Journal, 19:489-91, June, 1930.

Individual and group conferences encourage composition work. Pupil criticism, appeal to personal responsibility, and praise are all of value.

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The English Journal, 19:483-81, June, 1930.

559. Warren Shepard, "Three types of conference".

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The English Journal, 19:487-88, June, 1930.

558. Frances Mayhew, "Teacher composition for student comment".

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Round Table. The lives and achievements of prominent men of the present

After studying The Iliad of the King, a class organized a modern

The English Journal, 19:486-87, June, 1930.

557. Veva Marquis, "Modern knights of King Arthur".

The speech chorus is valuable in transmitting a mood in poetry.

The English Journal, 19:478-81, June, 1930.

aesthetic".

556. John Louis Horn, "The speech chorus: an exercise in general

poetry was edited, entitled "The Teller".

maintained interest through charts and records. A sheet of literary

competition between four sections in a class of English literature

The English Journal, 19:463-70, May, 1930.

555. J. Eric Grimmett, "A race that taught English literature".

560. Carrie Belle Parks, "Literary escalators".

The English Journal, 19:526-43, September, 1930.

The assigning of reading according to ability to understand and appreciate may be made into a game. Exhibits and literary clubs which advertise their affairs are of interest.

561. Helen D. Ruklen, "Free writing in junior high school".

The English Journal, 19:547-51, September, 1930.

An incentive to written composition is offered by posting the best on the bulletin boards, or by publication in the school paper or poetry magazine.

562. Bonnie Gilbert, "Little campaigns in mechanics".

The English Journal, 19:552-56, September, 1930.

The graphing of test results makes mechanical drill a game.

563. Ethel M. DeHaven, "The sheik of Venice".

The English Journal, 19:565-67, September, 1930.

Reducing The Merchant of Venice into simple everyday language made it much easier for a group of Italian children. The reading of a scene was given in the auditorium.

564. Marion W. Warner, "Oral English and art".

The English Journal, 19:568-69, September, 1930.

The teacher presented pupils with card size copies of great paintings for a Christmas gift, with a string attached; a talk before the class on the picture and its painter.

560. Gertrude Belle Parks, "Literary escalators".

The English Journal, 19:528-45, September, 1930.

The assigning of reading according to ability to understand and appreciate may be made into a game. Exhibits and literary clubs which advertise their affairs are of interest.

561. Helen D. Rubin, "Tree writing in junior high school".

The English Journal, 19:547-51, September, 1930.

An incentive to written composition is offered by posting the best on the bulletin boards, or by publication in the school paper or poetry magazine.

562. Bonnie Gilbert, "Little campaigns in mechanics".

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563. Ethel M. DeHaven, "The shell of Venice".

The English Journal, 19:562-67, September, 1930.

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564. Marion W. Warner, "Oral English and art".

The English Journal, 19:568-69, September, 1930.

The teacher presented pupils with card size copies of great paintings for a Christmas gift, with a string attached; a talk before the class on the picture and its painter.

565. Madeleine Sparks, "Letter-writing made real".

The English Journal, 19:569-70, September, 1930.

Letters were written to students in towns in distant parts of the country, telling them of local industries and recreations.

566. Elsie Spreckman Hauswald, "The book log".

The English Journal, 19:570-71, September, 1930.

To stimulate reading, book jackets were displayed on the bulletin board, a large scrapbook was made of book reviews, pictures of actors from screened classics were collected, and pictures of literary landmarks were assembled.

567. C. C. Crawford and Marie C. Phelan, "A seminar of methods in composition work".

The English Journal, 19:615-20, October, 1930.

Valuable methods in correcting composition include: pupil self-correction, mutual criticism, blackboard lists of errors, conferences, posting of the best papers, and commendation of pupils with fewest errors.

568. Frances Burwell, "Fall house cleaning".

The English Journal, 19:654-56, October, 1930.

Class volunteered to improve the class room appearance by varnishing the bookcase, making curtains, carving a wall motto, painting the waste-basket, etc..

585. Madeline Barker, "Letter-writing made real".

The English Journal, 18:558-70, September, 1930.

Letters were written to students in towns in distant parts of the

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586. Marie Grosvenor Newman, "The book log".

The English Journal, 18:570-71, September, 1930.

To stimulate reading, book jackets were displayed on the bulletin board, a large scrapbook was made of book reviews, pictures of actors from screened classics were collected, and pictures of literary landmarks were assembled.

587. C. C. Crawford and Marie C. Fiala, "A seminar of methods in

composition work".

The English Journal, 19:515-20, October, 1930.

Various methods in correcting composition included: pupil self-correction, mutual criticism, blackboard lists of errors, conferences, posting of the best papers, and commendation of pupils with fewest errors.

588. Frances Burwell, "Wall house cleaning".

The English Journal, 19:524-26, October, 1930.

Class volunteered to improve the class room appearance by varnishing the bookcase, making curtains, sewing a wall notice, painting the waste-paper basket, etc..

569. Frances Wright Turner, "Poetry seed".

The English Journal, 19:656-57, October, 1930.

A quotation was written on the board each week to be copied into every notebook.

570. Ruth Strand, "Book Week suggestions".

The English Journal, 19:659-60, October, 1930.

A "Haunted Book Shop" celebration of Book Week is described.

Activities were: making book plates, book marks, jackets, and posters; holding a guessing contest; and writing and presenting a play.

571. Belle Gough, "Living writers enter the classroom".

The English Journal, 19:660-61, October, 1930.

Pictures of authors were brought to class by pupils and made into a frieze around the blackboard. Classes answered to the roll-call with the names of authors on the frieze. Additional pictures, along with other material, were made into booklets.

572. E. C. Buehler, "Classroom attitudes".

The English Journal, 19:661-63, October, 1930.

Oral composition teachers may find the personal conference helpful, as well as both praise and blame in criticism, and proper assignments.

573. C. C. Hanna, "Creation to vitalize".

The English Journal, 19:745-46, November, 1930.

The writing of poetry and the publishing of a newspaper are forms

569. Frances Wright Turner, "Poetry seed".

The English Journal, 19:556-57, October, 1950.

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every notebook.

570. Ruth Strand, "Book Week suggestions".

The English Journal, 19:553-55, October, 1950.

A "Haunted Book Shop" celebration of Book Week is described.

Activities were: making book plates, book marks, jackets, and posters;

holding a guessing contest; and writing and presenting a play.

571. Belle Gough, "Living writers enter the classroom".

The English Journal, 19:560-61, October, 1950.

Pictures of authors were brought to class by pupils and made into

a frieze around the blackboard. Classes answered to the roll-call with

the names of authors on the frieze. Additional pictures, along with

other material, were made into booklets.

572. E. C. Buehler, "Classroom activities".

The English Journal, 19:561-62, October, 1950.

Oral composition teachers may find the personal conference help-

ful, as well as both praise and blame in criticism, and proper assignments.

573. C. C. Hanna, "Question to vitalize".

The English Journal, 19:745-46, November, 1950.

The writing of poetry and the publishing of a newspaper are forms

of creative writing which increase interest and appreciation.

574. Edwin A. Whalen, "The Salon Cisatlantic".

The English Journal, 19:809-15, December, 1930.

Discussion periods and illustrative material help in teaching oral speech. Noting down names of books, places, etc. that you think of in conversation is invaluable for written composition.

575. Robert F. Denvir, Jr., "The spell of the classroom convention".

The English Journal, 19:819-22, December, 1930.

To motivate the writing of business letters, a classroom convention was held. By-laws were drawn up, invitations and acceptances written, data as to theater rates, carfare, and other details collected, and speeches made.

576. Catherine Whittier, "One classic or free reading".

The English Journal, 19:827-28, December, 1930.

The reading of several novels in one or two weeks in place of The Last of the Mohicans was found to be worthwhile. Each pupil prepared brief resumés of his books to arouse his neighbor's interest.

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374. Edwin A. Whalen, "The Salon Catechism".

The English Journal, 19:802-15, December, 1950.

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375. Robert E. Darwin, Jr., "The spell of the classroom convention".

The English Journal, 19:819-22, December, 1950.

To motivate the writing of business letters, a classroom convention was held. By-laws were drawn up, invitations and acceptances written, data as to letter rates, cartons, and other details collected, and speeches made.

376. Catherine Whittier, "One classic or free reading".

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